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Three volumes comprise a 375-item bibliography with abstracts of books and articles in English, French, Italian, and Arabic that provides information on various aspects of education in the Maghreb countries of Algeria, Libya, Morocco, and Tunisia. Each entry identifies the country with which it is concerned, and foreign language titles are translated into English. Special attention is given to the subject of educational organization, with listings covering primary, secondary, vocational, higher, and adult education. Along with entries dealing with the administration of the educational system, the bibliography places considerable emphasis on items concerning educational philosophy and theory, statistics, and cooperation. Subjects also treated are North African (1) educational structure, (2) teacher training, (3) teaching aids, (4) religious, art, and special education, and (5) special problem areas. For related documents see FL 001 056 and FL 001 170. (AF)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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TUNISIA

Vol.2 N°1 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems : illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization effort made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations or curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however,that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION.

A.I. "Arabisation sous conditions" (Arabization under conditions). Jeune Afrique No 393. I5-2I July I968

The article deals with the present state of education in Algeria and its achievements within the five years since independence. At the recent conference of the Ministers of Education of the Maghreb countries, M. Ahmed Taleb representing Algeria, announced that his country is now able to "arabize" education in the second year of primary schools. In his opinion, arabization is absolutely necessary, for Algeria has to reconcuer its personality after I3o years of foreign domination. There are three ways of arabizing : - the horizontal one i.e. arabizing of education class by class, the vertical one i.e. teaching one single subject in Arabic , History, in all classes from primary school to baccalaureate, and punctual arabization which is the most successful one and means that there are some specific schools in which all subjects are taught in Arabic (at present there are at least five of these schools in Algeria).

Arabization is however confronted with many difficulties; the principal one is the enormous difference between literary and spoken Arab. The present teachers however, are not appropriate to undertake this task because they have all had a completely European education.

In spite of the massive departure of French teachers after independence, Algeria has succeeded in filling the gap with Algerian teachers who have been trained rapidly thanks to modern methods such as broadcasted and televised lessons for example, but the number is still not sufficient and the population is increasing.

T. 2. "M.M'Zali insiste sur la nécessité de coordiner culture et éducation morale" (Mr. M'Zali insists on the necessity of coordinating culture and moral education.) l'Action July IOth I968 (Tunisia).

Mr. M'Zali held a conference at 'l'Ecole des Cadres' in Kasserine. He insisted on the responsibility of youth and students in promoting' Tunisia. Students must forget about individualism. He tried to define "Moral Education" and he stressed the fact that teaching, culture and moral formation should be coordinated in order to permit pupils to be real patriots and to adapt Tunisian conditions to modern times.

T. 3. M.Chedli Fitouri, "Il nous faut adopter un systeme démocratique qui fait du dialogue" (We must adopt a democratic system, the principle of which will be a dialogue) - La Presse. 21st July 1968.

In his article Mr. Fitouri, assistant of the University and a man responsible for the Faculty of Letters, deals with the problems of orientation and selection, which concern students in general, but particularly students in Literature and Philosophy.

It is absurd, in his view, to limit the number of students in one sector to the vacancies available. Efforts should be made to reconcile the immediate and future needs of society with the student's real vocation.

Mr. Fitouri also demands that there should be some reforms in the educational system of Tunisia, which is mainly based on the French educational system. It has been proved that the French system is no longer appropriate to the new circumstances and the changes in life. It is a system of coercion and oppression. Mr. Fitouri, therefore, would like to have this system abolished in favour of a new system that would be democratic and based on dialogue. Other reforms he thinks necessary are:- 1) that students should not only be judged according to the final examination, but also according to their achievements throughout the years. 2) Contacts between teachers and students should be closer.

T. 4. K'mais al Mokni "tarbia, dimokretia fi mojtamain dimokrati" (A democratic Education in a democratic society) Al Fikr - No.6. March 1957. Pages 35-38.

What is the role of education? The author says that this is a very difficult question, which has not yet been answered in Tunisia. The author emphasizes the fact that Education in a Democratic country, means personal freedom in a good society. There must be a link between teachers and pupils. If this democratic ideal is followed it should give some maturity to the Tunisian society. Education is the principal pillar of Tunisian evolution. Other changes will develop therefrom.

T. 5. Lamine Chabi, Former Minister of Education. A foreward. Al Fikr - No.9. June 1965.

The problem of Education is not only a Tunisian problem, but also a general 20th century problem. The author states that the Tunisian Educational system must be modernized. Parents must be aware of the importance of education. Every educator must give the child knowledge and a strong personality and he must try to create a link between traditional and modern education.

T. 6. M. Sayah: "Un enseignement profondément enraciné inspiré essentiellement de nos préoccupations" (a deeply rooted education mainly inspired by our concerns) La Presse - 21st July I968.

In a speech addressed to the young teachers who participated in the seminar of the Youth Union, Mr. Sayah head of the Socialist Destourian Party, underlined the importance of this seminar and of education in general. This seminar dealt with problems of education in general inherited from the colonial era. One realizes that the Tunisian intelligentsia has been continuously isolated from the main concerns of its people. Their education was such that their intellectual and cultural interests bore no relation to the reality of their country and nation. M. Sayah even spoke of the divorce between the educated class and the aspirations of the people. He expressed his hope that this seminar might have results. It is not sufficient to make recommendations, to discuss and exchange ideas; teachers must not be philosophers but men of action. One of the most essential conditions of a valuable education, ha said, is flexibility. Education must always follow a continuous evolution deeply connected with the social and national reality otherwise it will be sterile and worthless.

T. 7. Mohamed M'Zali "Manzilatu a-chabab a Tunisi" (Situation of Tunisian Youth) Al Fikr - a monthly review. Tunis. N° 7 April I957 Pages 3-9.

The aim of the government and the educators is to guide the young so as to create a harmony between all members of the nation. In the transitory period, Tunisian youth is seeking its way.

There are different educational levels in Tunisia. Zitounian education for instance, must be reformed because it is not adapted to Tunisia. As for other schools the educational system has been copied from foreign systems. Hence it is not Tunisian. The author deplores pre-independence methods and their consequences on youth. He proposes a reform of the whole Tunisian educational system, in order that the young feel proud of their country and of their institutions.

T. 8. "L'enseignant et le réel" (The teacher and reality) La Presse - 28th July I968 Tunis.

The article starts by enumerating some of the many achievements made by Tunisia after its independence, emancipation of women, extension of instruction and hygiene, development of industry and tourism, new methods of exploitation of natural resources, the use of new machines and computers. Although Tunisian society is progressing very rapidly, one of the most important fields, education is at a standstill. The result of this gap between reality and teaching is that students are unadapted to the society in which they are to occupy important posts. The author accuses the teachers of using out of date methods instead of illustrating their lessons with examples taken from modern life. The same problem exists in secondary schools and universities where the economical or philosophical doctrines of some thinkers are taught like a 'vérité céleste' (a celestial truth) instead of teaching theories of modern thinkers which deserve as much attention and are much more useful to the students. The teachers have to see the future citizens in their students and their most important tasks are to adapt them to the reality in which they have to live.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM.

A. 9. Education in Algeria. The Great Arabic Maghreb Annual. Page 3I (I965-66).

The objectives of the Government concerning education are to achieve a full scholarization, to fight illiteracy, to build schools and restaurants, to restore the importance of teaching, to revive National Culture, to form a qualified staff. The Government Department of Orientation is responsible for vocational guidance on a national scale, as well as for information, coordination and the creation of a National University, the fight against illiteracy, and adult education.

A. IO. "Jeunesse" (Youth) - Actualité et Documents. Review No. 100 June 5th I968. Pages II-I2 Algeria.

President Boumedienne held a press conference during which he dealt with many subjects, mainly "Youth". The President stated that youth was relatively neglected. Importance must be given to education and the problems must be carefully studied so as to find solutions. Teachers must help the government with positive work, and pedagogical methods should be changed. The President proposes the creation of a youth organization, so as to facilitate guidance.

M. II. Au Maroc, "In Morocco" Jeune Afrique, N° 30I October I6, I966, Page 74.

In Morocco, the 5th Conference of (Union Générale des Etudiants Marocains) was held. The Members were for the Arabization of the educational system and have rejected the idea of association with other Francophone countries.

The U.G.E.M is against the application of the new educational doctrine suggested by the Ministry for National Education. The U.G.E.M. is also in favour of the independence of theUniversity of Rabat, so as to allow students to take part in its administration.

T. I2. Presse 26/I/68. M. Ben Salah ouvre le 4ème Seminaire national des étudiants en Médecine. (Mr. Ben Salah opens the 4th national seminar of medical students).

This seminar has been completely organized by the students and will take place under the auspices of the National Ministry of Education, the Department of Public Health, and the Faculty of Medicine of Tunis.During the Seminar, all problems concerning students and future doctors, will be considered, Mr. Ahmed Ben Salah, Secretary of State for National Education and Economy will deliver a speech at the opening of the Seminar and the Dean of the Faculty of Medicine, Mr. Amor Chedli, will lecture on the "Problems of Medical Education in Tunisia"

The program of the first day includes a comparative study of the American and the German Medical systems :

A report will be made by the Preparatory committee for the reform of medical education. This report will be a sort of dialogue between students and teachers.

T. I3. La Presse, I9/7/68 M. Ben Salah annonce la création de directions régionales de l'Enseignement. (Mr. Ben Salah announces the creation of local directors of Education).

As chairman of a working team composed of local inspectors of Primary Education, Mr. Ben Salah, Secretary of State for Plan, Economy and Education, announced new development in this sector of Education. Each department shall have a local inspector. Furthermore, the Secretary of State proclaimed that new steps towards decentralization are going to be made starting with the creation of local directors that will assume all administrative responsibilities; this will make the educational system more efficient.

Mr. Ben Salah also spoke of the production of Education asserting that there must not necessarily be an antagonism between quantity and quality.

T. I4. "Clôture de la Réunion du Comité Sectoriel de l'Education Nationale (Closing of the Meeting of the Regional Committee for National Education). La Presse Tunis. August I8, 1968

Mr. Ahmed Ben Salah, Secretary of State for National Education, attended the closing meeting of the Regional Committee for National Education. During the meeting projects for the new Four Year Plan were examined, namely, the number of teaching cadres needed at all levels. Mr. Ben Salah insisted that expenses be reduced because total scholarization would be realized in Tunisia by 1972.

Audio-visual aids will be used in primary schools, and technology taught at the secondary level. Teachers will be given courses. Their salaries will be increased to encourage more people to enter the teaching profession

T. I5. Abdel Krim Aziz 'A - chabeb fil mohit al madrasi' (YOUTH IN SCHOOL ENVIRONMENT). A - tarbia a - chamila : A monthly review. Tunis, N°II, May, 1968. P. 11 - I3 (continued P. I8).

The Government is greatly concerned with youth for it is the young people of today that will develop the country and promote human conditons in Tunisia.
The author states that the reform of the educational system is essential to artistic and scientific progress but these elements are not enough; youth must also respect those who have struggled for Independence, and those who are still struggling to develop the country. The role of the Organization of School Youth is to make youth aware of environment and of the Tunisian civilization. The methods are always being changed in order that they may be more effective. The author gives statistics of young people enrolled in this organization. It is mainly composed of pupils elected by their fellow students.

III EDUCATIONAL STATISTICS

L. I5. Colloque pédagogique Magrébin : "La Source des Valeurs" (An educational Maghreban Colloquium) 'La Source des Valeurs' (The source of Values), Jeune Afrique N° 323, March I9, 1967. p. 68.

Libya is independent since I95I, this country has less problems than the three others. There is no shortage of teachers in Libya, because there is an average of 30 pupils for every teacher. In primary schools, all subjects are taught in Arabic, in first year Secondary Education, the teaching of a foreign language is compulsory.

L. I6. Educational statistics. The Libyan Review Vol. IV, N°1, January I968. p. 38.

According to estimates for I967, there were 255,5I6 pupils, including 72,837 girls in primary schools and 27,288 including 25I3 girls in preparatory schools. In secondary schools the number of pupils was 6,I66 including 603 girls.

A. I6. 'Les Centres de Jeunes' (Youth Centers) Algérie An V, (brochure published by the Department of Information. p. I87).

Sports and physical training are not enough for the education of youth. 72% of the Algerian population is rural. The Government created 250 centers, against illiteracy or for professionnal training. Various workshops allow the young to get a training in many professions.

T. I7. Jeune Afrique N° 393. I5- 2I/7/68. Tunisie : 'L'Education dans le prolongement du Plan' (Education in the extension of the plan).

The main subject of the article is the recent appointment of Mr. Ahmed Ben Salah as Secretary of State for Economy and Education and the resignation of Mr. Mahmoud Messadi whose mission as Secretary of State for National Education which lasted I0 years, will finish with the end of this school year The article then, has a retrospective glance on the a achievements of the past ten years : Mr. Messadi has been frequently criticized, even by President Bourguiba in a broadcasted speech on March 1st, I967, because he refused any advice or discussion. Nevertheless, the successes Mr. Messadi had in the Educational sector are important; the number of scholarized children now reaches one million,the rate of scholarization for boys is 90 %, that of girls, 50%. Such an achievement has even roused the admiration of foreign observers. The bad effects of such a large extension of scholarization were however : inadequate equipment, unsatisfactory qualification of teachers; the reduction of the duration of secondary education has resulted in an insufficient formation of the students, only 10 % of the law students have passed their first year exam. Finally, the article deals with the reforms which will and have to be undertaken by Mr. Ahmed Ben Salah; he will have to establish a close contact between university and society, to open discussions on various subjects he further has to coordinate the number of vacant places and that of students leaving school or university.

T. I8. A Tunis : 'Budget de l'Education en hausse' (In Tunis : The Educational Budget is increasing) Jeune Afrique, N° 3I4, January I5, 1967. p. 6I

In 1967, the educational budget is 28 million dinars. It increased by 3.430.000 dinars. Austerity measures do not concern national education.

Mr. Ahmed Noureddine,Secretary of State for Public Works, states that the Government's aim is to link teaching with education. Every teacher must know that he is a teacher as well as an educator. The Government intends to give every pupil a tunisian and socialist formation.

T. I9. 'Students overseas' (Research and Reference Service) June 1964 p. I3.

There are 2301 Tunisian students abroad, 70 % of them are scholarship students. They were granted scholarships either by their own or by the host Government. One - third is enrolled in medicine and nursing, 28% in teacher - training courses. Three - fourths of them are in France and the rest in Iraq, Egypt, Lebanon and Syria, and 28% in technical and scientific studies. Statistics show that a majority of Tunisians who go abroad enroll in French Universities.

IV. STRUCTURE OF EDUCATION IN NORTH AFRICA

A. I9. 'A - Sbihi . M. 'Kabla nihayat alam addirasi (Before the end of school year) Al Moujahid Review n° 426, June 30th, I968. p. 25-28.

The author tries to define the School year, he states that the school year is composed of 9 months, in the north and of 8 months in the south; because of this difference, the author has devoted his article to the Northern school year. In the North, school year begins on September I5, and it ends on July, I5; the author thinks that holidays are an interruption, since they shorten the school year. According to him, holidays cannot be reduced, because the country cannot afford to revise the whole educational system; however at the end of the school year, the pupils have not had enough learning, especially because the teachers cannot cover the whole program. And one of the important reasons for this, he underlines, is the shortage of textbooks.

T. 20 Action 2/8/68 . La tunisification de l'enseignement doit le porter au niveau de celui des pays avancés. (The tunisification of education must raise the level to that of advanced coutries.)

The article gives a summary of the measures which are going to be taken in the different sections of the educational system:

I) in Primary Education , the importance of the pedagogic task is stressed;this task must be assumed by the inspectors and directors who are responsible for the work and the level of the teachers. The number of capable teachers was to be increased and above all, the costs of building schools must be reduced in order to make possible for 35.38I children to be scholarized in October.

2) Secondary education : there is a great need for Tunisian teachers of exact sciences; at present, there are only foreigners teaching in this field. The examination system of the baccalaureate has to be revised for the enlarged University Council has decided that there will be a special examination of admission to University.

3) Higher Education : the needs of the country for cadres and the vocation of the students have to be coordinated. A direct and permanent contact of University and national life in all its sectors has to be created.

Traineeships for students should be increased in order to familiarize them with the reality of the country and its evolution.

T. 2I. Education in Tunisia. Great Arabic Maghreb Annual p. 77. (1965 - 1966)

Education is a field in which Tunisia is at its best. The large number of primary, secondary and high schools show the eagerness of the Tunisian Authorities to speed up the National movement. The author speaks of pre-independence period , and he deplores the educational system which was split up on different categories, and where Arabic was considered as a foreign language.

T. 22. La Presse 26/7/68. M. Mongi Chemli : 'Notre seconde expérience dans l'Enseignement doit être basée sur la clarté'(Our second experience in Education must be based on lucidity).

The author of the article, though agreeing completely with the measures of the Government in the educational sector, thinks that 3 questions need to be answered in more detail. The first one concerns the creation of local headmasters in primary schools due to the initiative of the different departments. According to Mr. Chemli, there are not enough details known about the sphere of action and the task of those directors. He is anxious to avoid the failure of the first experience in this field.

The second question is that of the schoolbooks. Each time a new inspector arrives there are new schoolbooks to be bought, and the old ones are put aside. Mr. Chemli therefore proposes to make better use of those schoolbooks by distributing them in schools which lack of books, especially in regions which are far away from the centers of distribution.

The third question, Mr. Cnemli deals with is the attitude of Tunisian citizens toward foreign teachers ; foreigners are often respected and inspire fear just because they are foreigners. Mr. Chemli demands that they should be treated according to their personal merit like everybody else.

T. 23. La Presse. 7/8/68. M. M'Bazaa : L'Université doit participer plus étroitement à l'oeuvre collective. (Mr. M'Bazaa : University must participate much more in the work of the collectivity).

On the occasion of the National Conference of Destourian students which took place under the chairmanship of Mr. Mohamed Sayah, head of the Socialist Destourien Party, Mr. M'Bazaa, Head of the youth Division and Sports of the Secretariate of State for Social Affairs, defined the role of the University in the life of the nation. The University, he stated should be in close relations with all sectors of national life, Mr. M'Bazaa further underlined that it is the task of the university teachers to form a militant elite capable of resuming responsibilities in the future. He then gave some details on the reorganization of the university structures, which is to give the university administrative and financial autonomy. Each Faculty will have its own administrative council , a scientific council, including representatives of administration, teachers and students. This council will be of a strictly pedagogic character and will deal with all questions concerning the programs and scientific research. There will also be an extended scientific council for each Faculty which will be composed of representatives of different sectors of national life in order to maintain a close contact between the university and society. A University Council is to be created whose task will be to coordinate the different Faculties. The reforms of teaching programs may be summarized in 3 points : 1) Tunisification of history and law. 2) The teaching of Arabic language will be compulsory. 3) The contact between society and university will be strengthened by traineeships in different sectors.

M. 24. Jeune Afrique. 22 - 25/7/68, 'Apprendre à lire question de "baraka". (To learn to read : a question of "baraka").

The article deals with the educational system in Morocco and its achievements since independence. In primary education only half of the children who have reached school age have a chance to attend a school ; in the field of secondary and higher education, the situation is still more catastrophic, only 7% of the pupils go on attending school. As Government wants to avoid any social "discrimination" it has decided to choose the future pupils according to their age. Thus a child who has not had the chance to be born in autumn will be doomed to stay illiterate all his life. Though the budget of the Ministry of National Education has been increased fivefold representing I7,6 % of the total budget and though the number of scholarized children has trebled in the first 6 years after independence, there are still a lot of problems to be solved. In the countryside only one young peasant out of 200 can obtain a primary certificate. A very small minority of Morocco's youth can get a higher education ; out of I.500.000 youngsters only 7500 are students. Furthermore, the level of schoolmasters is very unsatisfactory ; they are often much too young and often indifferent towards their mission; that may be partly explained by the fact that they are only paid one year after their appointment.

T. 25. L'Action 2/8/68. Interview de M. Ben Salah à L'Agence U.P.J. sur l'Enseignement. (Interview of Mr. Ben Salah at the U.P.J. Agency on Education.

Mr. Ben Salah, Secretary of State stressed in his interview the necessity of coordinating Education and Economy in order to realize a harmonious development of the country ; this can only be reached by contacts and discussions in all sectors and at all levels. When questioned on future reforms, Mr. Ben Salah declared : the administrative decentralization of education will take place in the beginning of the nextschool year, each 'gouvernorat' will have a director of education for primary and secondary school. In the field of higher education, a closer collaboration between University and the different higher Institutes would be good. Furthermore, efforts will be made to develop in young Tunisians a spirit of civism. Moreover, certain sectors, such as sciences, sociology, history etc. will be adapted to Tunisian reality.

V EDUCATIONAL ORGANIZATION

a) Primary Education.

T. 26. 'Primary Education' Research and Reference Service. June I964. p. 9-I0.

The I0 Year Plan aims at providing primary schooling for all six and seven year old children by I966-6, and for all five to I4 years old by I969-70. During the fiscal I962-64 period, the Government set aside a large sum of money for developing old and new projects. An increase of more than I30 % in primary school attendance has been noted since Tunisian independence in I956.

T. 27. 'L'Instituteur, Niveau et Salaire' (LEVEL AND SALARY OF SCHOOLMASTERS). Jeune Afrique, April I968 (Edition Tunisie).

Since independence, great efforts have been made to improve the educational system and organization.In I957, there were 257808 pupils, in I967, the number of pupils doubled. In I967 there were I588 teachers, 786 of them were foreigners and there were 202I schools. Therefore, monitors have been recruited, because of the departure of many French teachers, these monitors are not qualified. Wages were reduced, and the young did not want to become teachers for this reason. The Government is facing two main problems : the first is the problem of salaries, the second is the problem of non-qualified monitors.

L. 28. 'SCHOOLS IN SOUTHERN LIBYA' (Sebha). The Libyan Review, Vol II, N° 9/IO, September, October I967. p. 53.

Every village of this southern region has its own primary school the Sebha district alone has 72 primary schools, among them 7 for girls. In all I2.000 children are attending school. There are twelve vocational schools and one secondary school and two primary teachers.Training schools situated in Sebha, are exclusively for girls with 70 trainees, the other for boys, with 82 trainee teachers.

M. 29. '13760 PUPILS HAD THE PRIMARY EDUCATION EXAM' Al Alam, June 29th I968. p. 4.

13760 Pupils both girls and boys asked for primary school examination. A provincial committee was created so as to supervise these examinations. Some of them were entitled to give marks and others made final decisions.

L. 30. 'VOLUNTARY WORK CAMPS FOR YOUTH' The Libyan Review. Vol III N°6 June I968. p. 4I - 42.

Voluntary camps will start functioning in Libya on July 20, so as to give the youth an opportunity to use their spare time for a constructive and nation building task. The camps have been established by the Ministry of Youth and Sports. The duration of each camp will be 45 days. In all, there will be ten camps. Voluntary work camps are expected to help in building clubs, playgrounds, social centers, welfare houses, cooperative buildings etc.

L. 3I. Mujaz fi tarik libya al hadith. Summary of the History of Modern Libya, written by Mohamed Ben Messaoud , 6I pages.

This book is for sixth year primary school pupils and outlines the history of Libya. The author's aim was to give the pupil a knowledge of his own country and to make him aware of the difference between textbooks printed abroad and those printed at home. Major subjects covered in this work are : the Ottoman period, first and second period ; the Italian domination, Libya's struggle for Independence, the declaration of Independence.

T. 32. Ibrahim Buzaiane 'Sileitu al madrasa oil aila' (the link between school and family) a tarbia a chamila, a monthly review. Tunis, N°1, I964 - 65 p. 21-24.

The educators' and teachers' school, has to deal with a very important issue which is the tie between school and home or the family. Many psychologists have tried to define this link. Teachers and parents must help each others,to create a 'harmony' between both educations, and to prevent children from having psychological 'troubles'. Some parents want the child to go to school before the normal school age. Therefore, the school becomes responsible for these children; then the child is the only link between school and the family. The author proposes that, parents and teachers hold meetings, with each others, to exchange ideas and opinions, and to educate the children consequently.

b) Secondary Education

M. 33. Retour à la Technique. (Back to Technics) p.247-248' Le Maroc à l'épreuve' Jean et Simone Lacouture.

Most Moroccans do not like technical and vocational education. The Government has difficulties in convincing the population , of the necessity of technical and vocational education. There are I6000 pupils in technical schools; this is not enough, since the country needs thousands of them. Many pupils prefer to study medicine, law, teaching, rather than getting a technical degree.

M. 34. 'Le Lycée Militaire d'El Kénitra ou les Hommes de demain.' (the military secondary school of El Kenitra or the future men.) F.A.R. July I966 N°I4 p. I2-I3.

The military secondary school was established in I962. Those who wish to enroll must be I2 years old at least; a pupil may also be admitted because he is the child or the relative of a soldier. Importance is given to mathematics and other scientific subjects as well as to physical training.

M. 35. 'Baianun an imtihanat al Bakaluria was shahadati a -talim ath thanawi '. (A survey on the baccalaureate and secondary education examinations) Al Alam. June 25th I968. p.4.

There are 950 candidates for the baccalaureate examination, I72 for the technical one and I583 for the secondary examination including the technical one. The major subjects of these different examinations are : arabic, arabic essay, mathematics, grammar and arabic syntax.

T. 36. La Presse. 26/7/68. M. Abdelwahab Bakir L'orientation des élèves ne peut se faire sans certaine pression. (the orientation of student cannot be done without a certain pressure.)

The article deals with I3 problems with which the Tunisian educational system is confronted. The author regrets that, there is not a strong link between the theoretical knowledge, students obtain in secondary schools and Tunisian reality in its social and economic evolution in particular. Up to now, the necessary financial means have also been lacking, because SEEN is not capable of covering all the costs that would be involved. Nevertheless, Mr. Bakir, thinks that practical experience in the fields of natural science, physics and chemistry on Tunisian soil are urgent and necessary.

The second problem concerns the formation of a sufficient number of Tunisian teachers ; up to now, Tunisian has spent large sums on salaries for foreign teachers, which are considerably higher than those of Tunisian teachers. It is also one of the reasons why Tunisian parents do not want their children to become secondary-school -teachers. They wish them to be free to choose their profession.

Mr. Bakir thinks nevertheless that there must be a certain pressure in order to increase the number of Tunisian teachers and to 'tunisify' the educational system. Finally, he mentions the question of physical training. He points out that in this field there is no need of foreign teachers because Tunisia has its own institute of physical education.

T. 37. 'Secondary Education' Research and Reference Service' June I964. p. IO.

Secondary Education is expanding more slowly than primary, but the Ten Year Plan aims at a large expansion of facilities by I970. Attendance in 'Lycées, Collèges, Cours Complémentaires', technical and vocational schools had reached 43.578 by I963 nearly 3 times more than in I959.

The language of instruction in secondary schools has remained a very much as it was under the protectorate. About two - thirds French and one - third Arabic, especially because adequate textbooks do not exist in Arabic ; the language does not yet have an appropriate modern technical terminology. Officials do not speculate on the language situation at the end of the Ten Year Plan though the eventual goal is a 100 % use of Arabic.

T. 38. Jeune Afrique N° 393 I5-2I/7/68. 'Le nouveau baccalauréat' (the new baccalaureate).

The article deals with the system of baccalaureate examinations in French - speaking Africa. This year, there have been two different sorts of examinations. The African students of high schools had to pass the old form of examinations, the French students however could pass the baccalaureate according to the new system which has been applied in France this year under their pressure. The two main changes are : 1) there is no longer a written part of the examination, only an oral exam, in seven subjects at least. 2) the jury of examinations must take into consideration the pupil's achievements throughout the whole year and must not evaluate his capacities according to one single examination.

L. 39. 'Scholarship students' 'The Libyan Review' Vol III, N°1 Janaury I968. p. 39.

Fifty-eight students with secondary education diplomas have obtained scholarships from the Ministry of Education for further studies in U.S. Universities.

The students will study civil engineering, dentistry, journalism, sociology and petroleum engineering.

c) Vocational Education

T. 40 Al Bachir Az-Zribi, 'Mina at taujih al mihni ila faaliatu al intaj' (From vocational guidance, to the officiency of production) Al Fikr, a monthly review, N°8 May, I957. Tunis p. 62 - 70.

This article deals with the close relationship between vocational guidance and production. Attention is drawn to the importance of vocational guidance and the role of psychology. The idea that diplomas are not important as training is stressed, the role of those who supervise vocational guidance is to help pupils to choose their future profession and also to give them a sense of duty, Nowadays, every big firm has got a vocational guidance center and thanks to it, production is greater.

I. 4I. 'Modern Look for the South's Handicrafts Centers. The libyan Review vol II N°9/IO September, October I967 p. 52.

The southern districts of Libya comprise an area of 800.000 sq. kilometers. There are I39 oasis villages in the area, among them the booming town of 'Sebha' which has a population of 80.000 inhabitants. One aspect of Sebha's development is the restoration of traditional handicrafts. Sebha has a handicraft training center, specialized in carpet weaving. At this institution, they try to preserve the local crafts which are being adapted to the requirements of modern living. Apprentices are trained in a number of trades to enable them to earn their living.

M. 42. 'The Moroccan Handicraft'Vocational Formation. The Great Arabic Maghreb Annual (I965-66)p.I7.

For all the important branches of the artisanal sector, apprentice centers have been established. They are open to all artisans between the ages of I8 and 35 years, who want to learn new methods. Training periods in foreign countries are proposed to the best students. Thirty - four of the centers exist at Rabat, Salé, Meknés, Tangiers etc... Mobile units circulate in remote regions of the kingdom in order to demonstrate and teach.

In 1963, national institutes were formed, one for leather and the other for textiles, the role of which is to form monitors, instructors and qualified teachers. A pilot tannery is in the process of being built at Beni-Mellal. A regional school of Ceramics was opened in 1963 at Tétouan. A ceramic institute will be opened soon.

A. 43. 'La formation professionnelle'. 'Vocational Education, Visages de l'Algérie, brochure edited by the Ministry for Information. p. 61.

Vocational education is another way of learning and of serving the country. An institute for professionnal formation has been established, where pupils are guided; they do not choose a profession out of pure luck anymore. As a consequence time is spared, and production has improved and increased. Professionnal formation is available for both girls and boys, that had to leave school, or that could not study any longer. In the agricultural and industrial fields, pupils are also trained adequately.

M. 44. 'Sa Majesté Hassan II, distribue les diplômes aux lauréats de l'Ecole Mohammedia d'Ingénieurs.' (His Majesty Hassen II distributes diplomas to graduates from the higher Mohammedian Engineers Institute). Les F.A.R. N°14 July 1966. p.10-11.

Fifty - four students graduated from the Engineering Institute, most of them studied electricity, mechanics.His Majesty King Hassan made a speech on this occasion, he stated that the Government considers this institute and the formation of cadres and engineering very important for the development of the country.
L. 45. 'The National Institute of Public Administration' The Libyan Review vol III N°5 May, 1968. p.34.

Administrative training in Libya started in 1953, when a Public Administration School was established in Tripoli with the intention of training junior Government officials in book-keeping and accounting. The Institute is expected to train pupils of the secondary level. The need for trained personnel is intense. Programs of study will include leadership conferences and seminars, advances administrative programs and clerical and secretariat training. This institute will help to fill a gap between available and required personnel.

L. 46. 'Training of Libyan officials in the petroleum industry' The Libyan Review wol III. N°3 March, I968, P. 23.

The Ministry of petroleum affairs is preoccupied with the training of Libyan citizens in the petroleum. The Ministry of Petroleum affairs has prepared a plan which will be launched with the cooperation of oil companies in Libya. The training program will increase the number of Libyan technicians in the petroleum industry.

T. 47. 'Ali Bach Hamba Institute''The Great Arabic Maghreb Annual' (I965-66) p. 44.

The Government established the Ali Bach Hamba Institute, so as to form certain cadres, especially journalits and archivists. Its activities expand outside of Tunisia and cover all of Africa. Admission to this institute is on the basis of competitive examination. Approximatively 20 to 30 Tunisian and foreign journalists have received in the course of the last two years, internationally recognized diplomas. The Institute organizes also debating groups and lectures at both national and regional levels on economical and technical topics.

L. 48. Police Training School at Abu-Sittah (The Libyan Review vol II N° II/I2 November, December I967. p. 42 47).

The police training school is situated among the old palm tree groves, near the beach. It is organized on first class professionnal lines and within the 25 years since it has been created, has taught policemen and officiers. It was founded in I943 in Tarhuna, from where it was transferred to Abu-Sittah in I950. Besides the maintenance of law and order the security force of Libya operates as firebrigades and looks after the visa - service as well as immigration formalities. The training program at Abu-Sittah is divided into four sections : studies on criminal law, procedures, investigation methods and duties of police These courses include both theorical and practical training.

T. 49. La Presse 7/8/68. La formation des cadres permettra le décollage progressif d'une agriculture moderne. (The formation of 'cadres' will allow a progressive 'take off' of modern agriculture.)

This article deals with the measures taken to improve the agricultural situation and refrain the emigration from the country to cities. Prejudices on agricultural education diminish and the formation of higher 'cadres' technicians and specialists in this sector causes no longer any difficulties. There remains however the problem of rural youth which for,a large part,is illiterate or that has only received a rudimentary education. The institution charged of their formation is the Direction of Research and Professionnal Formation which depends on the Under - Secretariate of State for Agriculture. The number of young people who have had no formation at all or only a very insufficient one is about 63.000, only 500 have attended agricultural centers. To solve the problem, of the emigration into cities, it will be controlled, those who failed in the final examination in primary schools, will be absorbed by the centers of formation, which program consists in 2 parts, a theorical part on general education and a practical one which deals with the technics of agricultural production.

T. 50. La Presse. 3/8/68. 68 centres de pré - apprentissage en Tunisie pour former 3128 jeunes. (68 centers of pre - apprenticeship in Tunisia to form 3128 young people).

This experience of pre - apprenticeship aims at giving a good professional formation to young Tunisians and responds at the same time to the demographic explosion and the progressive industrialization of the country. Its main objective is to prepare the adolescents to their professional and social life and to make sure that there are enough vacant places for them. The formation begins in primary school and has two cycles :
-Cycle A lasts 11 months and is for those who have not succeeded in getting their primary school certificate.
-Cycle B also lasts 11 months and is the continuation of the cycle A. At the end of this period the young people have to pass a psycho - technical test. In Tunisia there are 68 of those centers at present and plans have been made for more centers. Pre - apprenticeship for women has the same objective as for men but it must also develop the qualities necessary to a housewife.

L. 51. 'Accelerated Vocational training' The Great Arabic Maghreb Annual. p. 54.

Social development programs are one of the pillars in development planning. Attention was given to the fact that these social projects should be in harmony with other projects. Accelerated vocational training is one aspect of social activities that must be in coordination with other programs of vocational training in the industrial, agricultural and educational sectors, in order to avoid expense and overlapping of activities.

T . 52. Intermediate and vocational education. 'Research and Reference Service' June 1964, p.11 - 12.

In addition to the six - year secondary school program, Tunisia offers a three - year intermediate program designed to provide additional practical training for those who cannot go to the university. Entrance examinations are compulsory for both programs, and it is possible for good pupils to transfer from one to the other. Some vocational training centers are scheduled for construction, by the end of 1964. They will provide technical education, for those who have finished their intermediate vocational courses. Some of these centers will provide instruction for adults in reading, writing and basic technical principles.

d) Higher Education;

T. 53. Action 28/7/68. Le Président devant les cadres supérieurs de l'Enseignement : l'Université doit créer des hommes utiles. (President Bourguiba to the responsibles of higher education : the University must form useful men.)

In his speech, President Bourguiba pointed out that the difficulties the Government met in the educational sector were only due to the rapid extension of education. Other developing countries which do not care as much about education as Tunisia does, do not have those difficulties. Président Bourguiba considers decentralization as one of the best measures to overcome some of these difficulties ; he states that the department of National Education cannot be run in the same way when the number of students rises from 300.000 to one million. He further declared that efforts had to be made in order to improve the qualification of teachers, especially those of primary schools. He asked the teachers not to neglect reality for the sake of ideological principles but to modify them if circumstances required it. Their task is not only to educate and to teach but also to contribute to the success of the present regime and to the progress of the country. He then dealt with the recent students' rebellion and the advantages and dangers of communism. He considers it as inadmissible that young people who have not yet reached maturity and have not even finished their studies, want to determine the sort of regime the country should adopt. He announced that the Government will not prevent him from taking severe measures against those young communists for 'le salut de la Nation prime avant tout' ('The salvation of the Nation above all). President Bourguiba then expressed his willingness to carry out thorough reforms, but what he always refuses is anarchy. He will not allow strikes to paralize the country as it happened in France..

T. 54. Action 2/8/68.'L'étudiant et l'Intégration'. (The student and the Integration).

Recalling the articles which have been written recently on questions like the 'mission of the student' or the 'role of University', the author wonders why this problem had not been solved up till now and what has been wrong in the ancient conception of the relations between students and society ; he thinks it senseless to try to explain the reasons of the recent rebellions and unrest of students, for the real causes are in the structure of the University itself. According to him, the participation of the students in the national life has to be intensified, they should have the possibility to get a complete and objective information and to collaborate in all constructive works.

M. 55. Jeune Afrique. 22/28/7/68. Hassan II appelle l'Université à la reforme. (Hassan II encourages University to make reforms.)

On the occasion of his 39th birthday which coincides with the day of Moroccan Youth, Hassan II made a speech in which he proved to be very familiar with all the problems concerning young Moroccans, and in which he gave a precise analysis of the present state of education. The principal problems he dealt with, were : difficulties in education, the shortage of employment for young people, the decline of national education. In his view, the family does no longer have an educative function and the young people are desperately looking for new values.

. King Hassan II also talked about the unemployment of youth and blamed the present system of national education in Morocco, which like everywhere in the world, is not adapted to the needs of the country. He also blamed massive scholarization which was the policy in the first years after independence. Then, he announced the recruitment of all young people who have not had a sufficient formation : they will be reoriented in cultural centers in order to avoid idleness.

M. 56, 'Rafd tahdid adad a tulab fil kuliat' (Refusal of limiting the number of students.) Al Alam . June 1968 p. 1.

The Government had to decide to limit the number of students who will enroll at the University, because of the limited room. The General Union for Students refused this decision, considering it, contrary to the development of the country.

L. 57. 'Summer courses for Libyan University students' The Daily News.Vol 1, n° 12 Friday, June 14, 1968.

Fourteen student From the Engineering Institution and 30 from the faculty of Engineering, will soon receive practical summer courses on the premises of the ministry of Public Works.

M. 58. 'Université moderne et Théologie' (Modern University and Theology) p. 251 - 254. 'Le Maroc à l'épreuve' Jean et Simonne Lacouture.

The objectives of the Ministry of National Education are to fight against illiteracy first, then to establish a University. There are some higher Colleges and Institutes already. However, major problems are the budget and staff. During the pre - independence period 'l'Institut des Hautes Etudes Marocaines' was establishee in 1956, 8 professors were graduated from this higher institute. But Moroccans prefer to enroll in 'le Centre d'Etudes Supérieures Scientifiques' (higher Center of Scientific Studies) especially since independence the Government is facing other problems such as the reform of higher Islamic educational programs. In this school, the teaching does not correspond to higher education, because the Islamic Institute has primary, secondary and higher levels. The educational system and organization are archaïc. Mr. Allal al Fassi intends to make out of Al Quarouiyne, the great theological University of North Africa.

T. 59. 'Students organizations' (Research and Reference service) June 1964. p. 38.

A number of Tunisian students abroad have become members of the 'Association des Etudiants Musulmans de l'Afrique du Nord; AMENA, (Association of Moslem students of North Africa) and of the UGET. The first of these, The Union of North African Moslem Students, is more or less an independent group while the second, the General Union of Tunisian Students, founded in Paris, more than a decade ago, has been accorded an official position as a channel between the students, the Tunisian Government, and the Neo - Destour Party. The UGET has sections in France, Belgium, Switzerland, Yugoslavia and in the Middle East. UGET holds quaterly meetings to discuss the problems of Tunisian students abroad.

T . 60. Action 28/7/68 M. Ben Salah : Nous invitons tous les intéréssés à ouvrir le dialogue sur tous les problèmes. (Mr. Ben Salah : We invite all those who are interested to open a dialogue on all problems).

As the sttrcture of the University of Tunis is to be renewed,the Faculty of Medecine too has to reexamine certain problems of organization. At the Seminar of Medical Students, which took place at Carthage, Mr. Ahmed Ben Salah, Secretary of State, made some suggestions such as, how some problems might be solved. At first he declared that the Faculty of Medecine should become official. Once legally established, it would be able to solve thanks to its two councils, the administrative and scientific one, problems of administration and study the reform of education. Mr. Ben Salah thinks that there must be a close link between theoritical formation and practical experience ; the sanitary institutions should complete the lectures at the University. Furthermore, Mr. Ben Salah dealt with the problems of examinations and specializations. He proposes 3 kinds of examinations : 1) Improvised interrogations, 2) Regular examinations spread over the whole year, 3) A final examination that takes the results of the two others into account.

T . 61. 'The University of Tunis' The Great Arabic Maghreb Annual p. 31 - 32.

The University of Tunis was founded in 1960 (decree of March 31st 1960) ; it includes the College of Arts and Sciences and Humanities, a ollege for

Mathematics and Physics, a College for Law, Economics and Polictical Sciences and a College for Theology and Religious Studies. There are also other institutions such as : the 'Ecole Normale Supérieure', the Research Institute, the National Technological Institute, etc... A Medicine School was opened in October I964.

VI ADULT EDUCATION.

T. 62. L'Action 2I/7/68. Deux ans après le début de la campagne d'alphabétisation. 20.000 personnes alphabétisées. Dans I5 ans l'analphabétisme sera totalement vaincu en Tunisie. (TWO YEARS AFTER THE BEGINNING OF THE CAMPAIGN AGAINST ILLITERACY 20.000 PERSONS WERE ALPHABETIZED. IN I5 YEARS ILLITERACY WILL BE ERADICATED IN TUNISIA).

Since the launching of the National Campaign Against Illiteracy, in October I5, I966 a meeting of the National Council of Social Education is held every year in one of the cities of Tunisia. The objective of this meeting is to analyse the results of the past years' achievements in this field, to prepare the program and the methods of action for the forthcoming year.

Two years after the beginning of the campaign, 20.000 persons were already alphabetized, and the prospects for future very satisfactory. According to Mr.Abdelhak Lassoued, the Head of the Office of Education for Adults this is only a beginning and illiteracy will be eradicated in I5 years from now on. In each country or enterprise a local committee controls the campaign , assisted by a pedagogical adviser appointed by the Office. It is the enterprise that assumes all the costs involved, the rent of the necessary rooms. Apart from the industrial or commercial sectors, there are centers of education for illiterate people. These people have to stay for two years. After the first year, they obtain a minimum knowledge for reading, writing. After the second year, they have an intellectual level of pupils learning at primary school.

T. 63. 'The Campaign Against Illiteracy' (The Great Arabic Maghreb Annual. p. 35.

Just after independence, Tunisia started restoring its culture. Illiteracy was widespread and it was due to the inadequacy of the educational system.

The first thing to do was to reform it, and to try to provide education for everybody by 1968. An effort is being made by the Government to help illiterate people, and to make them contribute in their turn to the development of the country.

M. 64. L'Enseignement : de l'indépendance à la liberté. (EDUCATION : FROM INDEPENDENCE TO FREEDOM). Le Maroc à l'épreuve : Jean et Simonne Lacouture. p. 234 - 243.

After independence the 'sultan' immediately amplified the struggle against illiteracy, children were rushed to schools, and education meant freedom, and access to a new and better world. Women were the most enthusiastic of the whole population. In June 1956, the sultan launched a campaign, consequently 250.000 women and men enrolled in adult schools. But this was not enough, it was necessary to establish programs, to build schools and to find teachers. In 1956, 130.000 were scholarized. Many volunteers helped the Government in building schools and in giving funds so as to provide equipment and books.

T. 65. La Presse 3/8/68. La Tunisie sert de laboratoire pour une expérience unique d'alphabétisation. (TUNISIA SERVES AS LABORATORY FOR A UNIQUE EXPERIENCE OF ALPHABETIZATION).

Tunisia has served as laboratory for an experience which has never been made before in any country up till now : the experience of functional alphabetization is not meant to be the final aim but a way to promote the development of the country. This idea was conceived at the congress of Teheran in 1964, and at the first National Seminar of Monastir in 1967. A team had been set up, which included a supervisor of the project, an agronomist, a psycho - pedagogue, a representative of the National Union of Cooperatives ; three organizations were involved in this project : Institute of Education for grown - ups, the OMVVM the National Union of Cooperatives. There are two ways of alphabetization : 1) discussions on a subject chosen by the agronomist and adapted to the illiterate's level by the psycho - pedagogue. 2) the results of the work achieved during the day are illustrated in form of a diagram which subsequently will be discussed for half an hour. Finally, one of the pupils has to give a summary of the achievements of the day. This whole experience is efficient and not expensive.

T. 66. L'Action 4/8/68. 'A mon avis. Education Sociale. (IN MY OPINION. SOCIAL EDUCATION).

This article is devoted to the illiterate grown - ups who have had the courage and the patience to attend school during two years in order to learn to read and write, and who want to obtain the certificate of Social Education and a certificate proving that they have passed the final examinations after the two years of schooling. The author says that it is really impressing to see the fierce will of these grown - ups to acquire the most fundamental knowledge. The author mentions particularly the achievements of the 'Gouvernorat' of Bizerte, where the results of the final examinations have been so good that in addition to the awards granted to the best pupils, a special price has been created to honour the best pupil of them all. The price consisted this year of a house, which was offered to Miss Aïcha Krifa, 30 years old, who has had the best marks in the examinations. Her greatest desire is to pursue her studies and to keep on learning.

I. 67. 'Maltese Journalists praise Libya's Progress' The Libyan Review, Vol III, N°6 , June I968.

A Maltese delegation of Journalists gave its opinion on Libya's progress, referring to education and they stated that the Libyan Government is taking suitable steps to spread literacy in the country ; that is a good sign and would ensure a bright future for the country. The foundations of education in Libya have been laid and proper planning will ensure education.

However, there will be so good results unless the people cooperate.

T. 68. 'L'Ecole des Femmes' 'WOMEN'S SCHOOL' Jeune Afrique N° 30I, October I6th I966. p. 33.

Scholarization is progressing, the teaching of modern languages as well. There are many women enrolled at Bourguiba's Language Institute, namely Mrs. Caïed Es-Sebsi, Secretary of State's wife, Mrs. Chedli Klibi and Mrs. Ahmed Ben Salah.

VII TEACHERS' TRAINING.

T. 69. Action 20/7/68. 350 jeunes instituteurs en séminaire à Monastir (350 YOUNG TEACHERS AT THE SEMINAR) OF MONASTIR).

350 young teachers from all parts of Tunisia gathered at Monastir to participate in the National Seminar of young schoolmasters which was organized by the National Council of the Pioneers of the Republic. The Seminar was under the presidenc of Mr. Mohamed Sayah, Director of the Soicalist Destourian Party. Mr. Sayah declared that the Seminar has become a tradition which made it possible for the responsibles of the P.S.D. to exchange views with one of the most active groups in society.

The primary objective of this meeting was to renew society and to make it an efficient element in the battle against under -development. Mr. Sayah added that the Party attached great importance to this kind of seminars.

T. 70. La Presse. 21/7/68. 'Insister sur la formation pédagogique de l'Enseignant' M. Mokatr Zannad (INSISTING ON THE PEDAGOGIC TRAINING OF THE TEACHER).

The article deals with the problem of pedagogical training for teachers in Secondary Schools and at Universities. According to Mr. Zannad, a teacher must not give a lecture of purely theoretical value, he should, on the contrary endeavour to maintain a contact with reality, particularly the reality of society, he is living in. According to Mr. Zannad, foreign teachers frequently take their examples and comments from the societies in which they have been formed. The article also underlines the importance of theachers in secondary schools and assistants on universities, who have much closer relationswith the students than a university professor, who only gives his lecture in front of an anonymous audience. Because of this close contact, Mr. Zannad demands a deeper and longer pedagogical training for these educators; he therefore suggests to introduce a 5th year after the final examinations with 5 pedagogical lectures and practical experience in industry or administration. For the same reasons, he asks for an extension of the University Council , which should include representatives of the industrial and the economic sectors.

T. 7I. 'Séance de travail avec les Cadres Enseignants du Gouvernorat de Nabeul' L'Action July, I2th, I968 (Working Session with teachers of Nabeul).

Mr. Amor Chechia held a meeting with the teachers of the Governorat of Nabeul as well as with primary education inspectors, with headmasters and headmistresses. The Governor states that the Government is deeply concerned with culture, education; educators must therefore integrate themselves to the country so as to understand it and consequently they will be able to perceive clearly what motivates their pupils. The Tunisian Government has still much to do in this field, familial and educational problems, have to be solved. Conferences must be held, so as to allow parents to talk with teachers and create a parent - teacher association.

M. 72. 'A la recherche de maîtres' (SEARCHING FOR TEACHERS). p. 245 -246. 'Le Maroc à l'épreuve' Jean et Simone Lacouture.

The shortage of teachers is a major problem because it prevents total scholarization. The Government tried to decentralize teachers' formation. Regional colleges for teachers were established in Oujda. Fès, Rabat, Marrakech in I955 ; in I956 in Meknès in I957 in Onarazate, Beni MELLAL, Casablanca, and Ksar Es-Souk. Admission to these colleges depends on the fourth year of secondary school. After admission, they are given pedagogical courses and full trainin- for nine months.

T. 73. La Presse. 7/8/68. Stage de formation des Cadres Enseignants à Béja. (TRAINEESHIP FOR THE FORMATION OF EDUCATORS AT BEJA).

Under the presidency of the Governor and in presence of the administrative and cultural 'cadres' of the region, a traineeship has started at Béja which aims at the formation of teachers. In his speech, the Governor defined the function of the teacher in 3 sectors: at school, at home, in public. The Director of the Local Administration of Education at Béja explained the objective of these traineeships : they are supposed to give teachers a more thorough pedagogical formation and to raise at the same time, their general cultural level. He asked the schoolmasters and schoolmistresses to contribute efficiently to these traineeships by discussing teaching methods and pedagogical theories.

T. 74. La Presse 21/7/68. 'Des Enseignants Tunisiens en Suisse'. (TUNISIAN TEACHERS IN SWITZERLAND).

The article informs the reader of the departure of 3 inspectors and 10 teachers of secondary and primary schools to Switzerland. Before leaving Tunis by plane Mr. Miloud Head of the Delegation declared that the Tunisian Delegation was to attend a seminar of audiovisual teaching at Geneva. The objective of this seminar was to examine the new methods of audiovisual teaching in the field of reading and mathematics in particular.

T. 75. L'Action 8/8/68. M. Sayah définit à Sousse la mission de l'Educateur dans la Tunisie nouvelle. (Mr. SYAH DEFINED AT SOUSSE THE MISSION OF THE TEACHER IN NEW TUNISIA).

In a speech addressed to the participants of the seminar on Formation of Young Instructors which took place at the Boy's High School of Sousse, Mr. Sayah, Head of the PSD (Socialist Destourian Party) defined the mission of teachers. He asked the young teachers to be flexible and in permanent evolution to make efforts to go on raising their intellectual level, never to stagnate. He then underlined the importance of seminars which facilitate the contact and the dialogue between the responsibles of Government and the young teachers. He also asked the participants to be always aware of their social mission, which consists in contributing to the creation of a new society, and not to think exclusively of the material advantages this profession offers. He also pointed out that the long holidays which teachers dispose should not only be devoted to idleness or personal amusement but also to cultural and social activities.

T. 76. La Presse 20/7/68 . Au séminaire des Jeunes Instituteurs. M. Sayah : 'Tout Tunisien doit oeuvrer pour consolider l'entité nationale'. (AT THE SEMINAR OF YOUNG SCHOOL-TEACHERS; Mr SAYAH : EVERY TUNISIAN SHOULD ENDEAVOUR TO CONSOLIDATE THE NATIONAL ENTITY).

On July 19, a National Seminar of Young Teachers of Primary Schools was held at Monastir under the presidency of Mr. Mohamed Sayah, Head of the Socialist Destourian Party. 350 primary school-teachers came to this seminar from all parts of the country. Before the seminar was opened, Sayah delivered a speech in which he said that the Party considered this seminar as very important because it made it possible for young teachers to discuss certain problems of primary education with their homologues all over the country Mr. Sayah stressed that teaching constitutes the main pillar of the new Tunisian Society. Then, Mr. Sayah gave a summary of what had been achieved by the commission of Socialist Studies, which concentrate on problems of education in Tunisia, inherited from the colonial era as well as the present evolution has brought about. Mr. Sayah finally made suggestions of how to link education with the social reality, so that it could meet the requirements of society.

T. 77. L'Action. I7/7/68. 'Le perfectionnement des Enseignants" etudié par M. Ben Salah avec les Inspecteurs Régionaux de l'Enseignement. (THE PERFECTING OF TEACHERS, STUDIED BY Mr. BEN SALAH WITH THE LOCAL INSPECTORS OF EDUCATION).

At a meeting of the local inspectors of Primary. Schools, Mr. Ahmed Ben Salah announced that a number of changes in this sector will take place, the most important of which, will be the decentralization of teaching. Each department will have its own inspector in charge of supervising education in primary schools. All primary schools will have a headmaster whose task will, be, on one hand, to deal with problems of administration, and on the other hand, to make sure that the teaching in primary schools is efficient. In this manner, each headmaster will be the representative of the Secretary of Education. Mr. Ben Salah declared furthermore that efforts will be made to raise the level of teachers in primary schools.

Referring once more to the headmastors of primary schools, Mr. Ben Salah said that the heads of very important schools could be discharged of their administrative responsibilities by the nomination of administrative agents, so that they would be able to devote themselves exclusively to the formation and orientation of young teachers and to the surveying of school activities.

VIII TEACHING AIDS

T. 78. 'ADULT EDUCATION' The Great Arabic Maghreb Annual. p.36 (1965-66).

The secretariat of State for Cultural Affairs has undertaken to recruit and train teachers; therefore a training center was established and in 1963 audiovisual methods were introduced. 20 teachers work at this center and they all have received training in adult education centers. There are already 127 experimental centers working all over the country. There is also a center for intensive training in Tunis, and the teachers are selected after a number of courses and seminars, following the example of UNESCO. In other Arab countries the Government sent eight teachers to a training center for the development of Arab Countries. Centers were also opened within the agricultural production units of the Provinces of Le Kef, Gafsa and Béja.

T. 79. La Presse 4/8/69. Les Cours télévisés. (TELEVISED LESSONS).

In context with the campaign against illiteracy, there has been made another and probably rather successful experience in Tunisia, that of televised lessons. The author of the article is rather enthousiastic about this attempt to educate all classes of society in all parts of the country though one cannot yet determine the concrete results of this experience. However, the author mentions Great - Britain as an example where similar experiences have been made on a much larger scale, it is true, the results have been positive. Tunisia has not the means to equip many schools with television sets, but even with its modest possibilities, it cans at least succeed in reducing illiteracy. In the past year, there were televised courses in reading, arithmetic, history, geography, French and English.

IX RELIGIOUS EDUCATION.

T. 80. L'Action 8/8/68. Education civique et religieuse (CIVIC AND RELIGIOUS EDUCATION).

The article wants to show that civic and religious education can be closely linked and that a true interpretation and real understanding can serve as basis even for a modern society ; for the values of modern societies, such as 'travail, Patrie, Humanité' (WORK, PATRIOTISM, HUMANISM), are nothing but the exact interpretation of the religious message. It is true, that the divine message has always been the same, that it has remained unchanged, but the quality of the 'receiver' can be improved and lead to a more profound understanding of the message. Islam facilitates this understanding much more than Christianism does because the Koran has never been obscure. Several years before Descartes, Ibn Roschd developped rationalism by using a verse of the Koran which encourages the believers to use their intelligence and to acquire knowledge. The Koran also says that reason and science link Man close to God, for it 'is knowledge of the art that gives one an idea of the artisan'. The author regrets that for many centuries the true interpretation of the Koran has been neglected; that religious education was nothing but a task; he would like a revival of religious education, for in his opinion, the Koran teaches values which can serve even the most modern societies of our country.

T. 8I. L'Action I9/7/68. M. Klibi :'l'Islam ne demande rien à l'homme qui ne soit à sa mesure'.
(Mr. KLIBI : ISLAM DOES NOT DEMAND ANYTHING OF MAN THAT EXCEEDS HIS CAPACITY).

The article publishes extracts of a speech delivered by Mr. Chedli Klibi, Secretary of State for Cultural Affairs and Information, at a meeting concerned with problems of religious education. He said that it was necessary to give a new orientation of the teaching of religions in order to maintain it as a basis of the whole social structure of Tunisia. Mr. Klibi expressed his gratitude for the aid received from the Government and especially from President Bourguiba himself, whom he praised as one of the rare headsof Government who attended religious ceremonies and who in his speeches gave evidence of his faith. Furthermore, Mr. Klibi underlined the necessity of a thorough religious education during childhood that could only be guaranted by the family ; the Moslem religion should put aside certain elements which no longer fit in with the circumstances and requirements of the 20th century. In Mr. Klibi's opiion, there are 3 essential points in which religion should be taken into account : 1) the importance attached to the intention that preceeds every action which proves it to be a deeply human religion ; 2) the fact that religion does not demand anything of the human beings that exceeds their capacities ; 3) the dynamic character of Islam.

M. 82. 'Au Maroc : la prière à l'école'. (IN MOROCCO PRAYING AT SCHOOL). Jaune Afrique N° 3I4. January I5, I967. p.6I.

King Hassan II ordered that prayers should be said in schools at all levels. The teaching of Islamic Civilization is compulsory. Speaking of the links, the Government has with religion, he stated that, 'every leader who does not prohibit things contrary to religious principles, will desobey God'.

L. 83. 'Books reprinted' The Libyan Review vol.III. N°6, June I968 p. 40.

The Ministry of Information and Culture is reprinting the religious works of Sayed Mohamed Ali Senussi. This was stated by the Minister of Information and Culture, for the Death Anniversary of Mohamed El Senussi. Many of these religious books were reprinted. The books will be available in all the Cultural Centers and educational librairies in the country.

L. 84. 'THE MINISTER OF INFORMATION AND CULTURE LAUNCHES A CAMPAIGN'. Al Uma, a daily paper, N° I93, July I6th, I968. p.I,2.

The Minister of Information and Culture held a meeting, and stated that the Libyan Government has made efforts in order to promote education. Libya could not develop without generalizing education. He stresses the fact that importance is being also given to religious education in Libya.

X ARTISTIC EDUCATION.

A. 85. S.M. PAUL. 'Le dessin, moyen d'expression de l'enfant en milieu algérien' (DRAWING MEANS OF EXPRESSION OF ALGERIAN CHILDREN). I953. p. 277 - 284.

Algerian educators want to understand children better and find the differences between European, Arab, or Berber children.

Therefore, they make the children draw to express themselves. Mr. Rioux, for example, has thoroughly studied a number of North Africa children's drawings and he concluded that there is no important mental difference between them. Educators have been studying spontaneous drawings, made by children. These children are from'a children's house' in Algiers; therefore it includes children from different Algerian regions of both sexes.They are from a Sanatorium, a Preventorium, girls from Sahara, Biskra, Ouargla and Kabylie From Kabylia children's designs have characteristics, which permit educators to recognize them at once. Some make artistic decorations, some draw mostly women and in other drawings the 'home' is emphasized. Children from Laghouat prefer to draw flowers although Laghouat is in the Sahara. Other examples are given.

L. 86. 'A MUSICAL AND ARTISTIC INSTITUTE IN TRIPOLI'
'Il Giornale di Tripoli'. Friday, June, I4th, I968 p.1

The Government established a special committee at the Ministry of Information and Cultural Affairs, so as to create an Artistic and Musical Institute in Tripoli. This scheme will be achieved at the end of the year.

T. 87. 'THE GENERAL REVIVAL OF THE COUNTRY'S CULTURAL INHERITAGE' The Great Arabic Maghreb Annual. P.31 I965-66.

Beyond the mere problem of fighting illiteracy, the Government's goal was to revive the Cultural Patrimony. The Tunisian Government set up the 'Secretariat of state for Cultural Affairs that according to the decree of December IIth I96I, was : to restore the National Cultural Patrimony, to give basis and popular education, to look after public librairies, museums, conservatories, historical monuments and sites, to hold cultural meetings with International and Cultural organizations etc....

T. 88. 6/8/68. Clôture du colloque sur les Etudes d'Art Dramatique à Hammamet. (END OF THE COLLOQUIUM ON STUDIES OF DRAMATIC ART AT HAMMAMET.

The Colloquium mentioned above took place at the occasion of the 3rd Festival of Theatre.

At the end of the Colloquium an official statement was given in which the participants expressed their satisfaction about the success of this 3rd Festival and particularly about the participation of Libya. They also recalled the decisions taken in the two former colloquies and recommended these decisions to be executed. They also asked the Tunisian Government to get into contact with the other Maghrebin Governments in order to create a Maghrebin Commission charged with the promotion of Dramatic Art in the Maghrebin Countries. They asked the respective Governments to facilite exchanges of theatrical groups. The participants of the Colloquium consider that theatrical formation responds to the need of the people for raising the level of general culture. The participants also recommended that more scholarships be granted for Dramatic Art students.

XI SPECIAL EDUCATION

M. 89. SOCIAL ACTION AND PROEESSIONAL TRAINING.
The Great Arabic Maghreb Annual. (I965-66) p. 24.

The Cherifian Office of Phosphates is considered as a model enterprise, because of its social action and professional training levels. It put modern lodgings at the disposal of its personnel ; these lodgings were built by the office . A special effort was made for the education of children, 272 class-rooms were put at the disposal of the Ministry of National Education, free of charge. At the same time, the professional training services offer to all the personnel from the ordinary worker to the engineer, every way of adapting and perfecting their knowledge.

L. 90. 'SCOUTING CENTERS' 'Voici la Libye'. P. I85
The Great Arabic Maghreb Annual p. 36.

Scouting Centers have been established for the purpose of educating boys and girls, to give them a social education and in order to get them used to community life. Libyan scouts have worked in collaboration with other scout organizations, throughout the workd. There are 5000 scouts in Libya, both boys and girls. A monthly review is edited by Scouting Centers called 'Jil oua Risala' (Une génération et une Mission) (A GENERATION AND A MISSION).

L . 91. FACTS ABOUT LIBYA. 1964; (A GENERAL SURVEY OF LIBYAN EDUCATION) p. 114 - 119. NOMADS' EDUCATION. p. 118 - 119.

After studying the problem of teaching, Nomad children with the help of the Iraquian Government which faced the same problem, and a United Nations expert, it was decided that boarding schools would be more satisfactory than trying to provide daily transportation over vast distances. Education may help Nomads to change their habits. Parents tend to stay with their children while they are at school. Most of the children return to the old way of family life with their tribes.

L . 92. GUIDANCE CENTERS FOR YOUTH. 'Voici la Libye' p. 202 - 203.

The Ministry of Labour and Social Affairs, has been establishing guidance centers for youth throughout the country. The aims of these centers are to give the opportunity to the young to play games during their leisure time ; to allow them to have interesting social activities, to encourage sports. These guidance centers have two sections. One for children and the second for adolescents. There are 19 centers in the whole country.

L . 93. 'GIRL GUIDES' The Libyan Review. Vol III, n° 1, May, 1968. p. 41.

The first Conference of Arab Girl Guides was held in Libya, last month, under the auspices of the Libyan Girl Guides' Association. Delegations from Libya, Tunisia, Kuwait, Morocco, Algeria and the U.A.R. took part in the Conference. The main topics discussed were the Arab Girl Guide Movement in general, the regulations of the Arab Girl Guide Bureau, and the Scout Conference to be held this summer in Algeria.

T . 94. La Presse 8/8/68. Education Physique, Parent pauvre ? (PHYSICAL TRAINING NEGLECTED ?).

The author of the article, a former coach, having worked for 8 years in Tunis, tries to reveal the causes for which the level in physical training is so low in Tunisia. He particularly mentions the following reasons : 1) in Tunisia, sports are not considered as a serious subject, 2) many foreign teachers have no sense of responsibility : they consider their stay in Tunisia, as a sort of holidays and are not willing to make any serious efforts ; some of them even think that the exercises they have learned during their military service are sufficient for Tunisian students, (Tunisian instructor however only earn the fifth of the salary allotted to foreign teachers). As a solution to this problem the author suggests to give the Tunisian teachers the same rights as those given to foreign teachers.

T. 95. 3I.768. Séminaire de recyclage pour les Educateurs du Centre d'Education Surveillée de Gammarth. (SEMINAR OF REORIENTATION FOR THE TEACHERS OF THE CENTER OF EDUCATION FOR PRE-DELIQUENT YOUTH OF GAMMARTH).

A seminar of re-orientation for teachers at the Boys' Center of Gammarth has been organized. Mr. Mohamed Beyrakdar, Principle Assistant of the Secretary of State for, Youth, Sports, and Social A Affairs, and Head of Section for Social Protection, opened this meeting by a speech in which he outlined the policy of Social Protection in Tunisia.

The work and studies of the seminar, have been directed by the Head of Social Defence, at the Secretariat of State for Youth, Sports and Social Affairs.

Mr. Mondher Ben Ammar, Secretary of State of this department, inspected and supervised the seminar the program of which consisted in discussions on the policy of confinement in general, and an analysis of the educative situation of the center of Gammarth in particular. Educational films made it possible to come to concrete conclusions, as to the predelinquent Tunisian Educational Centers.

XII COOPERATION

M. 96. "Coopération et mission culturelle" (Cooperation and Cultural Mission) Pages 249 through 25I" "Le Maroc à l'épreuve" Jean et Simone Lacouture

In 1957 a cultural agreement, was signed between France and Morocco; consequently, the latter recognized two French grammar schools, and four secondary ones. Many Europeans were anxious to have a cultural mission in Morocco. But this agreement is also important, because it establishes a "duality"and shows the need of the French language in Morocco.

Children of this country may enroll in French schools, as there is no segregation between foreigners and natives. Most of the teachers are French, and if the agreement had not been established, they would have left Morocco.

T. 97. L'Action 28/7/68. Editorial : Une attitude nécessairement bienveillante (An attitude to be necessarily benevolent).

The author, Mr. Moncef Jaâfar, opposes those who fear that the new reform of the Educational system in Tunisia, will isolate this country from other corresponding systems. He believes that, the decolonization, together with political, intellectual and economical liberation of Tunisia are an unavoidable and normal evolution of the country. In this regard, a cultural cooperation of foreign teachers is only justified by the fact that it helps Tunisia to reach the utmost cultural level for once.

The mission of the foreign teacher is to help the country, to analyse its situation, and make it discover its cultural wealth and consequently his attitude must necessarily be benevolent understanding, and not that of an arrogant missionary, who wants to implant a foreign civilization in Tunisia.

The new reform of the educational system, will facilitate the integration of students in the social "milieu" and make them proud to be Tunisian and good citizens.

T. 98. La Presse. 7/I9/68 "Coopération Scientifique et Culturelle entre la Tunisie et les U.S.A." (Scientific and Cultural Cooperation between Tunisia and the U.S.A.).

A new agreement has been made between Mr. Francis Henry Russel, Ambassador of the U.S.A. in Tunis and, Mr. Mohamed Megdiche, Sub-manager of the International Cooperation, which enables the "American Smithsonian Institution" to make research work in the fields of archeology, biology, and misology in Tunisia.

The scientific projects, shall take place on a bilateral level, which means that American and Tunisian scientists will collaborate closely. The "Smithsonian Institution" is supposed to provide the necessary means for the maintenance of the excavated sites, for archeological exhibitions etc...

Mr. Megdiche, expressed his enthusiasm on this new agreement, that made it possible, to display the Tunisia's archeological treasures. He pointed out that this agreement is in fact an important step towards a stronger scientific and cultural cooperation between the two countries.

T. 99 . L'Action 3I/7/68. Stages à l'Etranger pour les Etudiants de l'Ecole Nationale de Coopération en complément de leur formation pratique. (Traineeship in Foreign Countries for The students of E.N.C. in completion of their practical formation.

The article, announces the departure for Germany of 20 students of the Ecole Nationale de Coopération, for a stay of 3 months, in order to get practical experience in the field of agricultural cooperatives and banking. This stay is due to the collaboration between the "Friedrich-Ebert-Sfifting Foundation, and the Ecole Nationale de la Coopération. Six other students have set off for Nancy (France) where they will stay one month (from I5 july to I5 August) at the Union des Coopérateurs de Lorraine. Six more students will arrive at Nancy in September. On the other hand, five Tunisian students have gone to Helsinki(Finland)where the second International Seminar for Cooperative Development will take place from July 28 to October 3I .

T. IOO. Jeune Afrique N°363 Décember 24th, I967 Page 55. Boursiers Tunisiens en URSS (Tunisian Scholarship students in USSR).

Tunisia still needs foreign cooperation, in the educational field, especially since the literacy Campaign has been launched. This country is not only helped by France but, by several other countries such as, the Soviet Union. There are forty Scholarshipstudents in the Soviet Union, two of them are from Bourguiba's Institution for Orphans. These pupils are enrolled whether in electrical or mechanical Colleges.

XIII SPECIAL PROBLEMS

T.IOI "The National Union of Tunisian Women" The Great Arabic Maghreb" Annual (I965-66) page 30.

"L'Union Nationale des Femmes de Tunisie" was created, in the 3rd year following the independence of Tunisia. This organization works to secure the "Women promotion" in order to help them in their new responsibilities in the political, juridical and social rights. The U.N.F.T. plays an important part in the creation, the organization, the orientation and the animation of the different kinds of feminine activities as well as in family, cultural and social affairs.

T. I02. L'Action 8/4/68 Courrier, "Nos étudiants ne peuvent-ils avoir une occupation durant les vacances?" (Letters. Can't our students have an occupation during summer holidays?).

The author first mentions, the numerous possibilities of occupations and amusements, which are offered to youth, by the Government Party. Then, however, he points out that, in a developing country like Tunisia, young people should not only be concerned with their personal amusements, but that they should be useful to the society. In comparing the hobbies of European and Tunisian students, during their holidays, the result would be negative for Tunisian students, According to what the author believes, many European students offer their help to social institutions, as hospitals, homes for old people, whereas Tunisian students, are only thinking about their pleasures, and if they are short of money, they take care of their studies. Consecuently, they are becoming more and more isolated from their society and are losing the respect of the population. Mr. Ben Ahmed, then asks the UGET (General Union of Tunisian Students) to deal seriously with this problem and make concrete propositions to alter the present situation.

T. I03. La Presse, July 21st I968. "Un Professeur Américain écrit sur la Société Tunisienne " (An American Professor writes about Tunisian Society).

An article written by Mr. William Spencer, Professor at the "American University" of Washington has recently been published in Middle-East, magazine dealing with problems of the Near-East. Mr. Spencer's main subject is Tunisian Society under the Government of President Bourguiba. President Bourguiba has succeeded in convincing the people to participate in the affairs of the Nation, Mr. Spencer compared the Tunisian reforms with those undertaken by Mustapha Kemal Ataturk in Turkey , but he added that President Bourguiba's reforms have been much more effective. The writer stated that the evolution of the Tunisian Society reaffirms the traditions of adaptation to foreign influences which have been its characteristics since the beginning of Bourguiba's Government.

T. 104. Presse 31/7/68. "Mr. Azouz Rebaï : Les prix de vente des livres scolaires seront encore abaissés" (Mr. Azouz Rebaï : prices of schoolbooks will be decreasing.

The President Manager of the STD (Société Tunisienne de Diffusion) speaking to the Secretary of State of Education about schoolbooks which are necessary for the next school year assured him that they will be ready in time. He added that there was a stagnation during last year; books which could not be sold amounted 250,000 Dinars. Mr. Rebaï outlined that prices will be reduced,

T. 105. Revue "Femme" (Avril-juin 1968) Enquête : Le copiage (Investigation : Copying) The magazine "Femme" deals with a problem in which schools and universities are equally confronted at the present time : the fact that copying and cheating are becoming more and more frequent among pupils and students. The article states that the magazine has conducted an inquiry on this subject, in order to know the thoughts of those who are immediately concerned : parents, teachers and pupils. One comes to the conclusion that public opinion does not judge a "cheater" as severally as a thief. Children who would never steal a penny, consider this act of cheating quite natural to take the place of another pupil. According to a Headmaster, it is a consequence of the democratization of education Some families have not yet acquired a real understanding of moral values, and for them, any way of getting ahead is considered as feasible.

M. 106. "Jeune Afrique" revue N°337 June 25th 1967 pages 34 and 35 Christiane Mbarek "Apprendre à se nourrir" Learning how and what to eat).

In many countries, people are starving, but in some others, people are starving because products are ill used. The role of Science teachers is very important in this field. Most Moroccans have 2200 calories every day. But this rate is not equally distributed: for instance in dividing the population in two classes it can be found that the first one which is representing 20% of the population consumes 28% of the products, while the second which is considered as 40% of the population, consumes 32% of the products. Therefore, the average Moroccan is under-fed. The author who is a science teacher at

"Moulay Youssef Secondary School, states that her publication has aroused her pupils' interest, and they asked questions about different food diets in the world.

M. I07. "Le Maroc à l'épreuve " pages 243.245 "Jean et Simone Lacouture. "Le bilinguisme" (Bilingualism)

The Leaders of Al Istiqlal party, insisted upon the necessity of arabization. They wanted to create a single language i.e a new Arabic language, But, this project cannot be achieved because of the shortage of teachers in one hand and the important French aid to Morocco in the other hand. Unqualified "Instructors" were recruited to teach Arabic. Some teachers are for bilingualism, because it is difficult to arabize a country that needs foreign aid. In elementary schools, mathematics are taught in Arabic; for this purpose teachers were trained with their pupils.

A. I08. "Jeune Afrique" N° 323 March I9th I967 page 68 "Colloque Pédagogique Maghrebin" La Source des Valeurs (An Educational Maghreban Colloquium) (The Source of Values) "Moderniser l'Arabe" (Modernization of Arabic).

During the pre-independence period, in Algeria, all subjects were taught in French. After Independence, the Government wanted to arabize education, but it was not an easy task. Teaching Arabic raises difficult problems. There is a great difference between literary Arabic and spoken Arabic. Literary Arabic is not really adapted to modern times, because of the lack of technical words in it. The Moroccan delegate proposed the creation of a modern Arabic language. Finally, it was agreed that a committee of professors from the four Countries will be created, to find out a common pedagogical method, for the teaching of Arabic in the Maghreb Countries.

T. I09. "Al Fikr" N°2 November I965, page 38-45 a monthly review-Tunis Ahmed Abdesselem "Al Fusha wa al Amia" (Spoken and literary Arabic).

Literary Arabic represents the syntax grammar and expressions used by Arabs. These expressions were written at the beginning of the Islamic period. Grammarians have taken the Holy Koran as their main source. Dialects appeared in the Second Century of "Hegira" which are slightly different from literary Arabic. Such dialects were influenced by Persian. For Experts, Spoken Arabic and Literary Arabic are only one language. Ibn Khaldoun, however, studied the differences between dialects spoken in cities, and dialects spoken by "Bedouins". According to the author, illiterate people, can understand literary Arabic. Therefore he states that, for the Arab people, it would be easier to learn literary Arabic rather, than foreign languages. He suggests that few changes should be made, in order to enable everybody to learn literary Arabic. He also suggests, creating a language which would be a compromise between spoken and literary Arabic.

T. IIO. a Tarbia a Chamila, N°1 1964-65 pages 32-35 Ibrahim Buzaîane "Al Aila wal Biatu a thalitha" (The family and the third social milieu).

The author tries to define what is called "the third social milieu", he states that the latter is different from the family environment, and the schooling one. The child spends most of his time, in this milieu and is influenced by it : street, movie houses, radio and television, youth houses stadium and youth organizations. In developing countries, this third milieu is found mainly, in the street. The Governement is trying to change things, with the creation of youth organizations. If children spend their free time in youth houses, they may develop a hobby, play games, and read. Parents must encourage their children to have such activities in order to complete their education.

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PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems : illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization effort made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations or curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however,that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

A 1. "La reforme de l'enseignement superieur" (The Reform of Higher Education), Actualité et Documents review No. 200, June 5, 1968. Page 9.

The government decided to create a national committee entrusted with the study of the reform of higher educational organizations. The author states that it is necessary to reorganize the higher educational system. The role of the university is to form socialist Algerian citizens, and to spread arabization throughout the country.

A 2. "Education Nationale" (National Education), Algerie An V, Page 170.

Since Independence, the Algerian educational system has been defined as a revolutionary one with a nationalistic and scientific orientation. The authorities made great efforts to enable a large number of people to go to school, that is, to provide education for all. Stress was laid on the teaching of Arabic and religion. The government has also tried to encourage the teaching of sciences, and the training of technical and scientific cadres.

M 3. Doctor Ahmēd Békīr Mahmoūd: "Ka oinīn at taālum"(The Rules of Learning), Ath thākāfā (Cultural Bulletin) No. 2, May 1963 (1st year).

How does one learn? This question itself helps us to learn. This article defines learning as the recollection of previously known facts; it is linked with personal experience. Edouard Lie Thorndike states that learning is an experience or a mistake, i.e. that when one begins to learn, he is like a blind person. The gestaltists were against this idea. According to Thorndike, man wants to repeat the things he likes; learning depends on the man's situation. The hungry cat, for instance, does not sleep in the cage, but it tries to get away. The pupil who has used his intelligence frequently will find much more pleasure in any intellectual exercise than one who has not.

T 4. Doctor Jabeur Omār. "Tarēk at tārbīa wē āhdāfw̄hā" (The History of Education and its Purpose) Ath thākāfā Education: A monthly review. Volume II, May 1963 (Part II).

This article is devoted to the history and purpose of education. The author states that Knighthood has had a great influence on European education. After the growth of industrial cities, education became more vocational.

The European educational system has improved recently. As for higher education, the Europeans were influenced by Arabs. The first research centers were founded in southern Italy. The purpose of education is linked with social aims which are different from one country to the other. They depend mostly on educators and their views. An economist, for example, would have an economic goal. At the beginning of the Twentieth Century, there was a new educational problem because women started working with men. John Dion, who is an American Educator, states that education itself is valueless; only educators and parents have values which they introduce into the educational system.

M 5. "Promotion sociale" (Social Promotion) des F.A.R. (second year, No. 1, June, 1966).

One of King Hassen II's major goals is to improve social conditions. Therefore, when he visited the Rif, King Hassen tried to improve the medical services, schools, houses, and mosques. The King examined all the social problems of the area. He inaugurated the Mosques of Boudnib, Tazouzarb, and Ksar esouk and the technical high school which has a science wing. New classrooms were built in primary and secondary schools, as well as in technical high schools, and an engineering college at Beni Mellal. King Hassen II has also tried to increase the medical staff of the area. The aim of this campaign is to permit southern people to be exposed to Moroccan culture, to prevent immigration, and to improve the inhabitants' standard of living.

T 6. K'maīs al Mōknī: "Nidhām at taālīm" (Educational Organization) Al **Fīkr**, a monthly review, No. 2, Tunis, November 1965, Pages 23-26.

The author states that an educational program must include a specific system with specific goals in order to have educational unity all through the country. The author briefly describes pre-Independence educational conditions. To bring about reform, it is necessary to unify education. Every Tunisian must believe in Democracy and the necessity for everybody to have the opportunity to learn. There must be vocational guidance and training to permit the arabization of education in Tunisia. The organization of the educational system must allow the pupil to learn about all facets of his life. Education must also develop strong nationalistic ties.

T 7. Othmane al ārīfī: "Al mōrābī wā shaksiarū at tīfl" (Educators and the Child's Personality) Al **Fīkr**, a monthly review, Tunis, No. 5, April 1957, Pages 68-72.

Most parents and teachers do not consider the child's personality. Hence they think that children must be closely watched. Often a child is given importance because of his intelligence, and the less intelligent child is neglected. A child's personality is very difficult to understand. The educator must develop and strengthen the child's personality; therefore, he must not adopt a fixed system of teaching. The educator's role is to understand children's tendencies and to adopt varied systems of teaching to suit the needs of the children he is teaching. The educator must consider the child and what motivates him. Understanding the child's character and recalling one's own childhood experiences are in large measure responsible for educators' successes.

T 8. Al Bāchīr a Zrībī "A Chābāb tākātūn wā āzāmāt" (Youth is a Power and a Challenge) Al **Fīkr**, a monthly review, Tunis, No. 7, April 1957, Pages 44-46.

Psychologists are interested in human growth, and the mind and its processes. They divide growth into periods, for according to them every phase of human growth has its particular characteristics. The first school of thought states that physiological change plays a great part in human growth, the second holds that "society" plays a great part in human growth, and the third school of thought states that human growth is influenced by sexuality. Youth is the most crucial phase of human growth because during this period one is still looking for stability and security. The author states that youth represents the strength of nations, especially for developing countries. Therefore, it is necessary to build centers for vocational guidance.

T 9. Doctor Jābeūr Omār: "Tarēk attarbīa wā ahdāfūhā" (The History of Education and its Goals) Ath thākāfā, a monthly review, Tunis No. 1, April 1963.(continued), Pages 37-39.

The author tries to define education. He states that one is not only educated at school, but also in his everyday life. The history of education is a study of the different periods of education; it also deals with educational systems, and statistics. In the 16th century, education was influenced by religion, while prehistoric men were influenced by tribes. Nowadays Man is the most important element. The Renaissance has weakened religious influence on education. Herbert (1776-1841) was the first to establish an educational system which was applied in the west. The development of scientific research has also weakened the church's educational power. Luther stated that education must be wide-spread; this has also contributed to the reform in the European educational systems.

T 10. L'Action, July 31, 1968, Editorial: "Educateur, Guide et Exemple (Teacher, Guide and Example)

Recalling the recent turmoils at the University of Tunis, the article accuses those teachers who directly or indirectly participated in the events of having failed in their original goals. In the author's opinion, the teacher's mission must be that of a guide and example; i.e., his profession is a constructive and not a destructive one. The teacher's primary role is not to be a transmitter of knowledge, but to form the mind of his pupils, to develop their reasoning and their judgement. He should teach them the most noble moral principles, such as sacrifice and belief, love of the fatherland, and respect for the state and its institutions. But it is not sufficient to teach all those qualities and virtues; the teacher should embody them himself. The author approves the educational reforms of the government and asks for vigorous measures against those teachers who, in his words, are "poisoning" Tunisian youth. The nation should protect itself against these "parasites" who spread disintegration and failure.

T 11. M'Hallal Abdesselem, "La Formation Humaine--Clé du Developpement (Popular Education, the Key to Development), L'Action, August 14, 1968.

The idea of the school as an isolated segment of the community is no longer valid. The school must play a central role in the local community. It must serve as a center of education and culture open to adults as well as to children. The institution should be jointly managed by representatives of the administration, teachers, parents and pupils, and should provide information and documentation services and social aid. The complex should include a gymnasium, playground, swimming pool, library and cafeteria. In this way, children would not have to be forced to attend school; it would become a central part of their lives. The school must stimulate a desire for learning, particularly among those who receive little or not encouragement at home.

T 12. "L'Influence de l'Enseignement doit rayonner partout" (The Influence of Education must be Felt Everywhere), L'Action, Tunis, August 24, 1968.

The role played by educators in this crucial period of Tunisian history is of the utmost importance, for they shape the young minds of the country. "Educators must not only accomplish their tasks in the classrooms, but their influence must be felt everywhere. They must teach young children, in addition to basic skills, morality in order to make them useful

Tunisian citizens," stated Mr. Ben Salah, Secretary of State for National Education.

T 13. "L'Importance de l'education et de la formation professionnelle coopératives" (The Importance of Education and Vocational Training Cooperatives), _La Presse_, July 12, 1968, Page 4.

The establishment of cooperatives is a necessary stage for better individual progress. It is the basis of a socialist society. For this purpose, the people should be educated to value the necessity for self-improvement which in turn leads to improvement of the cooperative. People working in cooperatives should be considered as technicians who need training to improve their condition. A scheme should be drafted for cooperative education on a national scale.

T 14. Mōhāmēd Fādhēl al Jāmālī: "Afākū ā tārbiā al hādīthā fī al bīlād ā nāmīā" (Modern Educational Horizons in Underdeveloped Countries) A tārbiā ā chāmīlā, a monthly review, Tunis, No. 11, May 1968, pages 20-21.

This article is devoted to a book written by Mohamed Fadhel al Jamali. The book contains a series of articles and lectures written during the last 25 years. The author's aim is to develop a modern educational system which would facilitate the development of Tunisia. Subject matter includes "love, work and nature," and educational experiences of other Arab countries after their Independence. The author suggests that it is necessary to reform the educational system.

T 15. President Habib Bourguiba, "L'etudiant destourien doit être à la hauteur de ses responsabilites" (The Destourian Student Must Live Up to His Responsibilities), _Tabarka_, August 24, 1968. Speech given by President Habib Bourguiba before the administrative committee of U.G.E.T.

The President thinks that Destourian students have greater responsibilities than other students because, first of all, they belong to the party and they must act as an example to the others. Second, the majority of Destourian students will have important jobs either as professors or as high administrative staff. President Bourguiba states as well that it is not enough to belong to the party, but Destourian students should be enthusiastic, self-reliant, and should believe in the party's objectives. According to Bourguiba's philosophy, the Tunisian educational system is far more advanced than that of some other countries, one reason being that it is tailored to Tunisian society.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

A 16. "Unification de l'enseignement" (Standardization of Education), The Great Arab Maghreb Annual, Page 31 (1965-66).

Before Independence the educational system of Algeria was ill-adapted to the real spirit of the nation. There was no unity in the ducational system. After Independence, the government began to unify the educational system. Two major principles were set down:

1) The need to integrate the old private "medersas" with national education;
2) According to a decree, 600 teachers of private medersas must also be absorbed into the rest of the teaching staff. They would also have the same rights and obligations.

A 17. "Arabisation sous conditions" (Arabization Under Conditions) Jeune Afrique, June 4, 1967.

Dr. Taleb, the Algerian Minister for National Education declared that arabization in Algeria is a matter of identity. Because Algeria has been dominated for one hundred and thirty years by a foreign country, it is not possible to find enough teachers to teach Arabic to the one and a half million pupils. There are three systems for arabization: horizontal, which means gradual arabization class by class; vertical, which means teaching one subject in Arabic during the entire secondary period. Algeria has chosen the third solution which entails arabizing one school in a certain district of Algeria. Algeria has at least five schools of that kind.

A 18. "Le maximum d'intérêt pour l'enseignement" (A Great Interest in the Field of Education), Maghreb, January-February 1968.

In his speech of January 5, 1968, President Boumediene laid great stress upon the importance of education in Algeria: "In our country education is a pre-emptive goal which must have our greatest attention. We aim not only at eradicating illiteracy but also at developing this country in all fields by training national officials. We are about to open our third university; this will necessitate the cooperation of new foreign professors. The training of Algerian officials must be accomplished all the more quickly in order to free the country from technical and cultural domination." The Ministry of National Education will have at its disposal 75,000,000,000 NF for the year 1968.

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L 19. "Al mājlās āl ālā lī tārbīā wā taālīm īabdāū ā'mālāhū (The Council for Higher Education Convenes) Al maārīfā, No. 356, March 15, 1967.

In accordance with the Law of Education issued in 1965, the government created a Council for Higher Education. This Council began work in January. Its role is to draw up educational plans, to examine educational problems, and to be responsible for any new decisions made concerning education. These policies must be tailored to suit Libya's needs. The Minister for National Education is the head of this Council; other members are the Under-Secretary for National Education and the Deans of the Faculties. The Council is a sort of Congress, which coordinates the efforts of the Ministry for National Education, the Ministry for Commerce and the Plan, and the Ministry for Labor and Social Affairs.

M 20. H. M. King Hassan II, "Address on the Anniversary of Youth", les F.A.R., No. 14, July 1966, Page 4.

His Majesty the King states that development cannot be achieved without the necessary staff. There is a shortage of all kinds of personnel. The government has made great efforts to spread education throughout the country. Schools were established, teachers were recruited and trained.

M 21. "Changes in the Moroccan Educational System Since Independence", The Educated African, Pages 25-26.

Moroccan leaders considered the educational system inherited from the protectorate to be unsatisfactory in several respects. There were various systems operating on separate principles which caused social and cultural differences. Many of the methods did not reflect Moroccan values or principles. Personnel was urgently needed at all levels. Therefore training and recruitment abroad were necessary. The government decided to develop a new educational system, which would give opportunities for Moroccans of all cultural, regional, or economic backgrounds, and would give them as well an education based on Morocco's history and traditions.

T 22. Moncef Chenoufi, "La Notation Chiffrée" (Numerical Grades), Bulletin Pédagogique, Enneshra Tarbawiyya, Pages 385-386. I.B.L.A. No. 120, 1967-4, Tunis.

Many teachers are opposed to the present grading system, especially for deciding marks at the end of every term. For instance, one pupil receives 6.13, another 11.77. Teachers think that it is a waste of time and that it is an archaic system ill-suited to modern schools. They suggest that the marking system be changed or at least re-examined. They also suggest the use of a didactic grading system to assure that pupils would still take care with their lessons and preparations.

T 23. "1958's Educational Reform and the Plan's Forecasts", The Great Arabic Maghreb Annual, Page 77.

After Independence it was necessary to reform the whole educational system. The reform of October 1, 1968 was established to adjust education according to pupils' abilities and vocations, to adapt education to the realities of the modern world, and to make education meet the needs of the country. The Plan which came into effect on October 1, 1959 aims at full primary schooling in 10 years.

T 24. "Dans une interview à l'Agence Tunis-Afrique Presse: M. Ben Salah: L'école doit être une poche grande ouverte sur la vie sociale" (In an interview with the Tunis-African Press Agency: Mr. Ben Salah: School Must be an Open Door to Social Life), L'Action, October 1, 1968.

In this interview, Mr. Ben Salah, Secretary of State for National Education, once more summed up and specified the characteristics of the educational reforms of the 1968-69 school year. The trend to establish co-educational schools is to be promoted and even increased. The purpose of this project is to assure greater harmony between men and women. By learning to live together from childhood on, boys and girls will base their relationships on understanding and friendship, and not, as was the custom up to now in Tunisia, on incompatibility and antagonism. The second big matter is to improve the level of education. To accomplish this, inspectors of education will no longer deal with administrative problems, but will exclusively devote their attentions to education. A certain number of primary teachers will be placed under the authority of a secondary school teacher who will control the standard and progress of the former. Primary school will have 30 lessons per week. In secondary schools, two hours of technology are to be introduced. Another problem concerns children who have failed in school. Mr. Ben Salah thinks that something should be done for them, such as publishing a pamphlet which would show them ways of adjusting what would be satisfactory for them.

T 25. Ben Salah: "Nous voulons une participation effective des cadres enseignants au développement national" (We Want Effective Participation By the Teaching Cadres in National Development), L'Action, July 10, 1968.

Mr. Ben Salah states that there must be a balance between intellectual development, which is nationally controlled, and education and economic development. Education must not only have didactic aims; teachers must try to make their pupils aware of the difficulties which their country is facing. Teachers themselves must be aware of their responsibilities not only at school, but also at home. Mister Ben Salah proposes that "popular" meetings should be held so as to make the people participate in the educational organization, and that different governmental departments should be coordinated.

T 26. "Recrutement de Proviseurs et Directeurs de Colleges. Objet: Postes de Proviseurs et de Directeurs et de Censeurs vacants ou susceptibles d'être vacants dans les etablissement de l'enseignement du Second Degré pour la rentree d'Octobre 1968." (Recruitment of Principals and Directors of Colleges. Subject: Situations for Directors, Principals or Vice-Principals which are, or Will Be Vacant, in Secondary Schools at the Beginning of the New School Year in October 1968), L'Action, July 21, 1968.

The article lists all colleges and secondary schools in Tunisia which have vacancies for directors, principals and vice-principals. It then gives details concerning conditions to be met for the respective positions; i.e., the qualifications specified by law necessary for the applicants, the number of applications to be submitted by each candidate, the date by which applications must be submitted, and the address to which they must be sent. The address is: Secretariat of State of National Education, Director of School Administration, Secondary School Division, Office of the Administrative Staff.

T 27. "Bonne Chance à l'ecole nouvelle" (Good Luck to the New School), L'Action, August 2, 1968.

The author of the article, Mr. M'Halla Abdesselem, a former student of the Veterinary School of Toulouse, France, is very enthusiastic about the thorough transformations of the educational system in Tunisia. He regrets not having had the opportunity to do his studies in Tunisia and participate in the revolution against foreign traditions which had nearly succeeded in transforming the university into a simple "apparatus of repetition" the only function of which would have been to subject Tunisian students with a "prefabricated" civilization and to enlarge the split between them and Tunisian society and its problems. The author thinks that the new educational system is the best guarantee for the development of the country in all sectors. Neither foreign aid nor national economies are able to lead the country out of its state of underdevelopment. The author then expresses his admiration for the openmindedness and the courage of the new Secretary of State of Education, Mr. Ahmed Ben Salah.

T 28. "Les établissements scolaires à l'heure de la coopération" (School Establishments Begin to Cooperatize), La Presse, November 6, 1968.

Among the various reforms introduced during the new school year was one particularly pleasant one. It concerns the creation of school and university cooperatives with the view of diminishing parents' expenses and implanting a sense of responsibility in the pupils. The cooperatives teach citizenship and serve as an initiation to society. They are an efficient method of imparting the spirit of solidarity and mutual assistance between teachers and students. The new cooperatives aim to integrate students into the social and economic life of the country. The capital is contributed by the participation of the pupils. The cooperatives may buy books at a discount of 10% and exercise books at a discount of 15%. An elected Administrative Council is in charge of the cooperative; the director of the establishment acts as advisor to the Administrative Council.

T 29. Al māsūlūnā ānī taālīm iādrūsūnā mashākīlā Iftītāhī ā sānāh ā dīrāsīā āl jādīda" (Education Officials Examine the Problems of the New School Year), A sābāh, Tunis, October 2, 1968

The regional Director of Education held a meeting in Sfax to describe to educators and journalists the characteristics and programs of the new school year. The regional director also mentioned new educational reforms and gave statistics concerning the number of pupils in both primary and secondary school. He mentioned the construction of new schools, namely a secondary school for girls, a youth hostel, and an advanced Institute of Chemistry. The government intends to establish coeducation in Sfax and to stress the importance of the parents' association.

EDUCATIONAL STATISTICS

A 30. "En Algérie" (In Algeria), Jeune Afrique, No. 300, October 9, 1966, Page 59.

The Algerian government is faced with educational problems because of the growth of the population. The school population is increasing by 150,000 each school year. There is a great need for new schools. 1000 schools were built in 1966, others are still being built. To achieve education for everyone by 1970, 5,000 new primary teachers must be recruited and 2,500 new classrooms must be made available each year. Despite the government's efforts in this field, many objectives have not yet been achieved.

A 31. "Développement Social" (Social Development), Ici L'Afrique, 2nd Year, No. 22, November 1968.

In October 1967, 1,350,000 young people were attending primary schools 170,000 were attending secondary schools, and 9,000 were pursuing higher education. Of these numbers 70% were boys and 30% girls.

Algeria now has 148 general hospitals and 13 specialized hospitals with a total capacity of 42,722 beds.

A 32. "2.136 Jeunes Algeriens etudient à l'étranger" (2,136 Young Algerians Study Abroad) La Croix, May 15, 1962.

Algerian students who are abroad for their studies number 2,136. The breakdown according to countries is as follows

-North Africa (Tunisia and Morocco):	1,138 students
-Arab countries:	421
-Western countries (Except France):	309
-Socialist countries:	268

The breakdown according to courses being studied is:

-Arts:	243
-Law:	206
-Sciences:	53
-Medicine and Pharmacy:	146
-Engineering and Technology:	270
-Other Faculties:	8
-Secondary Schools:	1210

Only 700 students pursue higher education in Algeria while 1200 go to France.

A 33. "Centre National de la Recherche Scientifique" (National Center for Scientific Research), Annuaire de l'Afrique du Nord, 1965.

The 1965-66 school year saw the wide-spread use of school books prepared by the "Institut Pédagogique et Technique" which replaced French textbooks that were no longer suitable for independent Algeria. Arabization of education is being carried on. The number of hours of teaching Arabic in Algerian schools reached 17. But results are not entirely satisfactory. This is due to the lack of training of the Arabic teachers. In 1964-65 at the University which has a total student population of 9,000, there were 90 graduates in the Faculty of Science, 17 in the Faculty of Medicine, 2 in the Faculty of Chemistry, 4 in the School of Dentistry, 96 in the Faculty of Letters, 20 in the Faculty of Law, and 20 at the National Military Academy.

L 34. "18 Million Pounds to Train Government Employees", *The Libyan Digest*, October 1, 1968, Vol 1, No. 9.

A total of 18 million Libyan pounds will be spent to train government employees locally and abroad during the second Five-Year Development Plan, according to a reliable report. The plan is designed to improve the performancy of Libyan employees in their duties. The training courses will vary from six months to four years and will be offered both in universities and in vocational schools.

L 35. "Amūn dīrāsi jādīd" (A New School Year), Al maārīfā 350, November 16, 1966.

Figures for the new school year indicate the government's interest in education. One educational official stated that 165 new classrooms have been built. In Tripoli and its suburbs, 142 new schools were created, that is, one school for every district. The Ministry for National Education intends to establish kinder gartens in both Tripoli and Benghazi.

L 36. "Developpement Social" (Social Development), *Ici l'Afrique*, November, 1968.

In Libya there are a total of 38 hospitals containing 3,657 beds, 400 doctors, and 2,252 hospital employees. A total of 12,500 million Libyan pounds will be spent to improve medical services during the Five-Year Development Plan from 1963-68.

Education has been provided for 210,210 students who are enrolled in 928 schools staffed with 7,110 teachers. The University, which opened in 1955, includes four faculties. In 1961 a Faculty of Advanced Technical Studies was created. The breakdown of students is as follows: primary schools, 170,000; preparatory schools, 17,700; secondary schools, 6,200; special education, 2,100; higher education, 1,949; free schools, 12,300 pupils.

L 37. "A nāhdhātū ā taalīmiā fī lībyā" (Educational Improvement in Libya), Al maārīfā, No. 302, January 22, 1965, Page 8.

At the beginning of every school year in Libya, the number of pupils is doubled. There are 614 primary schools for boys and 87 primary schools for girls. There are 110 middle schools for which statistics concerning the number of pupils are also given. Secondary schools which number 15 are situated in Tripoli and in Benghazi. The author states that a great importance is given to technical schools because of the lack of qualified technicians. In Libya there are 8 technical schools with a total of 1190 pupils. There are also teacher training colleges, both in Tripoli and Benghazi. The government encourages students to enroll in these colleges because teaching staff is lacking in Libya.

M 38. "L'enseignement secondaire au Maroc" (Secondary Education in Morocco), Jeune Afrique, October 7-13, 1968, No. 405.

In the year 1968-69 the number of pupils in secondary schools amounted to 260,000. This total is inadequate to meet the needs of the country. According to the 5-Year Development Plan, Morocco by the year 1973 will need 30,600 students who have successfully passed the "Baccalauréat" examination. But the Ministry of Education has only provided for the education of 21,700 graduates. To fill the gap, the state must rely upon private schools.

M 39. "L'enseignement Superieur au Maroc" (Higher Education in Morocco), Jeune Afrique, No. 405, October 7-13, 1968.

The number of students in higher education increased from 733 during the 1957-58 school year to 8, 394 for the year 1967-1968. This means that the number of students increased by eleven times in ten years. This does not include the 2,691 students who are studying abroad.

Distribution of Students in the Various Faculties:

Literature and Humanities	2,341	27%
Legal, Economic and Social Sciences	2,543	29%
Sciences	569	7%
Medicine	815	10%
Engineering	200	3%
Normal Schools	2,066	24%

The tendency to prefer literary and legal careers, however important they may be, is detrimental to the country which needs scientific personnel. However the government has provided "more scholarships for scientific students" in an attempt to improve the situation.

M 40. "La Rentrée au Maroc" (School Opening in Morocco), Jeune Afrique, No. 405, October 7-13, 1968.

In October 1968, 400,000 Moroccan children were enrolled in school. This figure illustrates the amount of money spent by the government in the field of education (For example, a secondary school student costs 1,050 dirhams a year). As of now the money allocated for National Education will be increased by 5%. But unfortunately only 80% of school-age children have been reached this year. Complete, widespread education has not yet been achieved.

M 41. "Le Corps Enseignant au Maroc" (Teaching Personnel in Morocco), Jeune Afrique, No. 405, October 7-13, 1968.

The percentage of Moroccan as opposed to foreign teachers in higher education is only 42%.

Faculty or School	Foreign Teachers	Moroccan Teachers	Total	% Foreign Teachers
Faculty of Letters	38	26	64	60
Faculty of Law	30	35	65	46
Faculty of Sciences	54	19	73	73
Faculty of Medicine	24	17	41	58
Mohammedia School for Engineers	46	19	65	70
Normal School	22	29	51	43

T 42. "Deux millions de dollars de projets de la Fondation Ford en Tunisie" (Two Million Dollars for Ford Foundation Projects in Tunisia), La Presse, July 18, 1968.

During his stay in Tunisia, Mr. David E. Bell, Vice-President of the Ford Foundation, declared that "most of the Ford Foundation projects in Tunisia are concerned with vocational training and technical assistance." These projects include technical and financial assistance to the Bourguiba Institute for Living Languages. "Our goals," he concluded, "are to improve, as best we can, the well-being of mankind and to establish peaceful cooperation."

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

A 43. "Le ministre de l'education nationale invite les enseignants Français à revenir" (The Minister of National Education asks French Teachers to Return), Le Monde, October 13, 1962.

On the 12th of October, 1962, Mr. Abderrahmane Ben Hamida, on Radio Algiers, asked the former French teachers in Algeria to help in the first school opening in Algeria. He asked those who went home to come back and those who have never been in Algeria to come and participate in the magnificent work of educating and training young minds in an atmosphere of liberty and brotherhood. "The hour has come to put your energy and your knowledge at the service of our new Algeria. You must not ignore this new struggle for peace and learning."

A 44. "L'enseignement sera arabisé en Algérie si les enseignants français ne reviennent pas" (All Teaching will be Done in Arabic if French Teachers Refuse to Return), La Croix, September 8, 1962.

"We have decided, if the French government does not fulfill its obligations in the form of cultural assistance, to completely arabize education in Algeria," Mr. Mohammedi Said, the Minister of National Education, stated a few days before the first school opening. But French teachers will not come back to Algeria without being given some guarantees for normal working conditions and security. The Minister of Education, not being able to guarantee these conditions for the 9000 French teachers needed, has decided to recruit teachers of Arabic.

A 45. "Rentrée Scolaire satisfaisante en Algérie" (A Satisfactory School Opening for Algeria), Le Figaro, October 15, 1962.

Algiers, October 14. "Everything is under control for the current school opening," stated Mr. Ben Hamida, the Algerian Minister for National Education. 60% of the French teachers have returned. The posts left vacant will be occupied by Algerian teachers. Concerning secondary schools, everything is normal in centers like Algiers, Tlemcen, and Constantine. Higher Education poses no problems at all. "But we must above all realize a steady "Algerianization" of our Education, steady and sure progressive arabization that will be suited to the present conditions in Algeria."

A 46. "Le conseil executif de L'Unesco vote un crédit d'urgence de 1 million de NF pour l'Algérie" (The Executive Council of UNESCO Votes to Give 1 Million NF for Algerian Assistance), Le Monde, September 11, 1962.

In addition to 1 million NF in financial aid, 60 teachers for secondary and technical schools were sent to Algeria. These teachers are under the immediate authority of Algerian government and will be paid both by this government and by UNESCO. At the present time, Algeria needs 25,000 primary school teachers and 2,000 secondary school teachers. The Algerian University must be restored. Algeria needs much assistance in developing its educational system.

M 47. Mounira Chelli, "Civilisation" (Civilization), "Education, Unité sous Conditions" (Education, Unified Conditions), Jeune Afrique, No. 361, December 10, 1967, Page 44.

The Association des Universités Africaines, comprised of 36 institutes of higher learning, held a conference in Rabat. Members discussed many problems, the most important being to coordinate African educational programs and to equate diplomas. Any African student who has started his studies in one university may continue them in any other African University and get a recognized degree. There must be a balance between Arabic, French and English. King Hassan II stated that, "Many students who enroll in foreign universities are often tempted to stay abroad even though their country needs qualified personnel."

M 48. "Colloque pedagogique Maghrebin, "la source des valeurs" (A Maghreban Education Colloquium, The Origin of Values), Jeune Afrique, No. 323, March 19, 1967, Page 68.

In Morocco, primary school education is completely arabized. The government intends to arabize first year secondary education as well. The most important problem in Morocco is the variety in the educational system; there is the Moroccan traditional system, the Moslem arabized system, the modern bilingual system, the Jewish system, and, finally, the French system of "les missions culturelles françaises." To make a single system for the whole country is one of the main objectives of the future educational program.

EDUCATIONAL ORGANIZATION

Primary Education

A 49. Wizarāt al-irsād al-qaumi (Ministry of National Guidance) Al-mawāquit wal-barāmijtaujihāt tarbawīya al-aqsām al-ibtidā'īya (Curricula--Pedagogical Directives--Elementary Sections), Algiers, 1964, 126 pages.

This pamphlet outlines the curriculum to be followed at the elementary level of education. A general outline of the curriculum is given for the first six years, and shows courses to include Arabic, religion and philosophy, citizenship and history, music, French, geography, general sciences, mathematics, drawing, and shop. The following sections give more details and some instructions for teaching these subjects.

L 50. "English Introduced in Schools", The Libyan Digest, October 1, 1968, Vol. 1, No. 9.

For the first time, the English language is to be taught in Libyan schools. This year it will be offered to the students of the fifth elementary classes, and next year to those in the sixth grade. The Ministry of Education has recruited a good number of teachers to introduce the English language. Equipment necessary to make the teaching smooth and effective has been supplied by the Ministry.

M 51. Mahjoubi Ahardane, "Les jeunes marocains ne savent pas où ils sont" (Moroccan Youth Does Not Know What To Do), *Jeune Afrique*, No. 393, July 21, 1968.

In an interview with *Jeune Afrique*, Mr. Mahjoubi Ahardane, former Minister of National Defence, discusses along with other topics the problem of education and employment of Moroccan youth. He thinks that the young Moroccan people have lost their orientation; they are exposed to foreign influences without any moral support from their own country because there is an enormous split between the generations. But the situation of rural youth is even worse. Since Independence a large number of schools have been created, but there are few teachers who are willing to live in the country. They prefer the comfortable life of the great cities. There are a lot of children who always stay in the same class, who do not learn anything, who do not even get the "Certificat d'Etudes" (examination at the end of primary school). Moreover there are not enough opportunities for young people. They can learn a profession during their military service but even this is not sufficient. Mr. Ahardane says furthermore that the government should take more care with idle youth to stop the moral decline.

M 52. "Special Education in Morocco", *The Educated African*, 1962, Pages 40-41.

The expansion of the educational system that is taking place still has not affected Moroccans who have had little or no schooling, who cannot obtain better jobs, and who are shut off from participation in a wider and more varied cultural life, or from learning better ways of performing ordinary household or farming tasks. This, of course, slows down the unification of the Moroccan people. A wide range of activities is being undertaken to remedy this situation. One of the most immediate tasks is to provide for those children between six and fourteen who, despite the great expansion of primary education, are not yet able to go to school. Their number is estimated to be more than a million. For them a special system of education which provides twenty hours of instruction a week for four years has been created. Instructors will be drawn from those who have finished primary school or the first year of secondary school. Children of eleven who have never been to school will be the first group to be taken into the system. Then children of 12 and 13 will be added.

T 53. K'mais el Mokni, "Hājālū at-tīfl ilā a chūrū bīl-āmn" (Children Must Feel Secure), Al fīkr, a monthly review, No. 7, Tunis, April 1956.

This article deals with childhood and its importance because it may influence one's whole life. Because during this period the child may feel insecure, he must be "loved" and looked after properly. Harmony between both parents is very important for the child. Apart from teaching his pupils, the teacher must pay attention to his moral and social training in an attempt to correct the parents' educational mistakes. Children must be taught in Arabic. School must represent a link between home and society in order to have children feel secure.

Secondary Education

L 54. Mohamed Ben Masud, Mūjāz Jāgrāfiā āl ālām āl ārābī (A Summary of the Geography of the Arab World), 40 pages.

In this book, written for the second year of "l'enseignement moyen", the author professes to be able to make pupils aware and to give them information about the Arab world. Main subjects dealt with in this work are the following: the location of the different Arab countries, Libya in the Arab World, the economy of the Arab countries, and agriculture and industry in the Arab World.

M 55. "The Reformed Structure of Secondary Education", The Educated African, 1962, Pages 33-35.

In October 1960, at the same time as fundamental reforms were announced for primary education, complete reorganization of secondary and technical education came into effect. Three branches of secondary education were formed: one, terminating in the baccalaureat, offers six years of pre-university work; the second, terminating in industrial or commercial certificates, offers six years of preparation for middle-level commercial and industrial employment; the third, terminating in certificates of vocational aptitude, offers three years of training for a wide range of industrial, commercial, and agricultural work. The six-year branches are under the Division of Education of the Second Degree, while the three-year branch is under the Division of Technical Education.

M 56. "Reforms in the Structure of Islamic Education at the Secondary Level", The Educated African, 1962, pages 39-40.

In Morocco, reforms in the structure of education at the secondary level are being undertaken. The six-year course will be divided into two phases--three years of general studies and three years of pre-specialization. The latter will be offered in three sections: a literary section preparing for the Faculty of Letters, a juridicial section preparing for the Faculty of Law and the (sharia) Faculty, and a scientific section preparing for the Faculties of Science and Medicine. It is also planned to award the Baccalauréat at the end of six years of secondary education.

T 57. "Les liaisons dangereuses" (Dangerous Relationships), *Jeune Afrique Revue*, No. 337, June 25, 1967, page 40.

This concerns an inquiry made into co-education in secondary and grammar schools in Tunis. The girls who are against co-education deplore boys' selfishness, their "manque d'amitié" and their superiority complex. But 71% of the girls are for co-education; they think it is a prelude to family life. Forty-one percent of the girls are not against dating when it ends with a love-match. Other girls think that dating is immoral. As for boys, most of them are in favor of dating even when it does not result in marriage. The author states that according to this inquiry, girls, boys, and parents think only of marriage.

Vocational Education

A 58. "Training of Medical Aides," *The Great Arabic Maghreb Annual (1965-66)*, page 51.

The Minister of Social Affaires has been put in charge of a training program for medical aides. The Minister has made great efforts and achieved good results in this field. Since 1963, 1,074 scholarship students have been trained. There are a total of 20 schools which train students to be nursing assistants for the Algerian public, "assistantes sociales," midwives, and medical technicians; who after a three-year training period must help doctors in the country. In many hospitals there are departments for the training of medical aids.

L 59. "Iftītāhū dāūrātīn jādīdātīn lī mūriādāfī āl īrchādī ā zīrāī" (Opening of Another Training Session for Agricultural Extension Agents), *Al maārifā*, No. 340, June 10, 1966, page 6.

At the opening ceremony of a training session for agricultural extension agents, Mr. Abdelkader Cherif, head of the agricultural extension work division, declared that besides financial resources, Libya needs human resources. Consequently the government has made great efforts to extend training in various fields. Within the same framework, a training center for forestry, agriculture, farm machinery, animal husbandry, and finally for agricultural extension work, has been created. Besides lectures that are to be given during the training period, the trainees will take part in the various activities of the agricultural department within the country. This training is intended to improve agricultural production.

L 60. "The Islamic School for Manual Training and Art Makes Great Strides", Al maārīfā, No. 363, May 19, 1967.

This school, which was created in 1899, is presently making rapid progress. It had been initially created for orphans and poor children. Today, instructors from the U.S.A., Great Britain, and Italy teach the 220 students various skills in such fields as mechanics, carpentry, leather handicrafts, and metal sculpture. Some students are studying geology in petroleum companies. The purpose of the school is to train enough students to meet the nation's needs in these fields.

At present the Libyan government, in cooperation with the Board of Education, is beginning one of Libya's greatest projects in vocational training: a vocational school of woodworking for 600 students. This school will be fully equipped to provide the necessary teaching facilities.

M 61. "Formation professionnelle" (Vocational Education), Maroc 68 Synthese, Publication of the Ministry of Information, page 58.

The Ministry of Labor and Social Affairs has fully achieved the objectives of the three-year plan. Vocational training centers were created in Marrakech, Safi, Gojeba, and Carache, in order to increase the number of skilled cadres. The National Advance Institute for the training of technical cadres was created in Casablanca. The Minister of Labor and Social Affairs said on this occasion that the new vocational policy is more suited to the requirements of the country in regard to economic development. This new policy will help to produce enough cadres for the different sectors of society. It also intends to broaden the training program because requirements are becoming more varied. That is also why authorities established a National Technicopedagogic Institute and an adult vocation training center.

M 62. "Special Education in Morocco: Vocational Education", The Educated African (1962), pages 41-42.

A wide variety of vocational, recreational, and fundamental education activities are being carried on in both urban and rural centers. Instruction in housekeeping, hygiene, good citizenship, care of animals, and food preparation is made available to rural women both in regular classes and in special campaigns in areas where rural centers have not been organized. Workshops in manual arts and crafts, travelling libraries, movies, art shows and dramatic productions are also provided.

T 63. "Modernisation de l'agriculture en Tunisie: Plus de préjugés défavorables pour l'enseignement agricole" (Modernization of Agriculture in Tunisia: No Longer Unfavorable Prejudices Toward Agricultural Education), La Presse, September 29, 1968.

The article states that Tunisian agriculture could have rapidly progressed if there were not two essential difficulties to be resolved. First, the archaic agricultural methods still used in many parts of Tunisia, and secondly, the exodus of rural youth which is increasing. But some years ago the government took necessary steps to prevent the serious economic and social consequences that would arise by a slowing down of agriculture. The training of cadres, technicians and specialists in this sector, is no longer a problem because prejudices with regard to the study of agriculture and which deterred a good number of students are being progressively abolished. Agricultural studies are now put under the authority of the department of National Education like any other scientific discipline. Remaining is the problem of the rural youth, who is generally illiterate or has only received pre-elementary education. His future will be taken into account by the Director of Research and Professional Training. The number of non-educated rural youths is estimated at about 63,000. Those who have failed in 5th or 6th form of primary education will be integrated into one of the twelve training centers for rural youth which exist in the country. Eighteen additional centers are to be inaugurated at the end of 1968 and the number of pupils is expected to reach 3,000. The program is composed of a theoretical part which aims at a general training and a practical part in which the techniques of agricultural production are to be taught. After having received a diploma, the student may either turn immediately to production or go on studying in more specialized centers for two years. These studies must be specialized because the former general training has proved to be inadequate. Thus in 1975, Tunisia will have 50,000 specialized agricultural workers.

T 64. "Les centres de formation de la jeune fille rurale" (Training Centers for Rural Girls), La Presse, August 14, 1968.

In 1964 the National Union of Tunisian Women created the first experimental center of Maknassy for the education of rural girls. Every term 60 girls selected by the Union are admitted.

The training is free of charge and students are boarders. The experience was a success and the project was adopted by the Social Affairs and Sports Board and by the Information and Cultural Affairs Board. Several other centers were created. These revolutionary institutions which aim for social justice for all citizens must reach a greater number of girls who live in poor conditions in the country.

T 65. "M. Ahmed Ben Salah cloture la conférence regionale de l'education sociale à Sousse" (Mr. Ahmed Ben Salah Closes the Social Education Regional Conference at Sousse), L'Action, July 23, 1968.

This conference examined the role to be played by the technical cadres whithin the economic development of the country and the improvement of technical "know-how" of workers. Mr. Ben Salah attended another regional conference of technical cadres as well, during which results of the social education of the previous year had been reviewed, and the program for the coming year had been set up. The purpose of the program is to overcome illiteracy.

T 66. "Vers la creation d'une université populaire" (Toward the Creation of a Public University), La Presse, July 13, 1968.

Scientific and technical training are not the only efforts made by "l'institut de promotion du travail" which depends upon the vocational education center. To cope with the urgent needs of the country, courses are being given to civil servants so as to improve their standards. 450 of them enrolled at the beginning of 1968. The goal of this institute is to decentralize education and at the same time to standardize the system of the various regions of Tunisia. Correspondence courses will be given at the beginning of the next school year.

Higher Education

A 67. "Enseignement et culture en Algérie" (Education and Culture in Algeria), Algerian Review, 1963.

Students must take part in the building of their country. Algerian students in their general assembly of December 16, 1962, decided that they must not remain indifferent to the great work of building Algeria and must not wait until they have completed their studies to assume some responsibility. If they do not help in this important struggle, Algeria will remain in constant need of French or other foreign cultural aid. Students must devote two or three hours a day, or two or three days a week to teaching and educating those who know less than they. Their remaining time may be spent at the university furthering their education. Students in the Faculties of Medicine and Pharmacy may contribute to the training of such medical staff as technical assistants of health. Students in the Faculty of Letters and the Faculty of Science may teach in the three first classes of secondary school (first division of studies). Students in the Faculty of Law may work part time in national administrations or assist in the training of administrative staff. If this project is immediately adopted, a period for teacher-training is needed for next summer.

A 68. "The Training of Medical Staff", The Great Arabic Maghreb Annual (1965-66), page 50.

The training of medical staff is being undertaken by "le Ministère de l'Orientation Nationale." There is a faculty for medicine, pharmacy, and dentistry in Algiers and a medical college in Oran and Constantine. In 1963, there were 471 students studying medicine, 106 studying pharmacy, and 48 studying dentistry.

A 69. "La femme dans le domaine social" (Women in the Social Field), Les Femmes Algériennes (Algerian Women), a brochure edited by the Ministry for Information, pages 65-71.

Since the Independence of Algeria, all fields have been open to women, particularly in the medical and medical-aide professions. There are already women doctors, dentists, and chemists. At the University of Algiers, most medical students are women. In the coming years, Algeria will have 400 women doctors. These women will play a great part in the development of the country. 40% of the medical-aide staff is composed of women. New centers have been opened for nurses' training. A center has been established in Constantine for the training of rural midwives who will provide not only medical services, but who will also act as advisors to rural women. These institutions help to integrate women into the economic, social, and administrative activities of the country.

A 70. "La réforme de l'enseignement supérieur" (Reforms in Higher Education), Revolution Africaine Review, No. 280, July 1-7, 1968, page 13.

The Council of Ministers held a meeting to discuss educational issues. The Ministry for National Education has decided to reform the higher educational system. The purpose of this decision is to allow all who are able, to pursue further studies. The government is going to establish a national committee that will be entrusted with the creation of new programs. The committee will be comprised of teachers, students, and government representatives.

L 71. *Etudes à l'étranger* (Studies for Foreigners), XVII^{e} (1968-1969) (1969-1970), pages 320-321.

General conditions of study affecting students from abroad, pursuing their studies through scholarships awarded by the Libyan authorities, are being defined under a new law which has been submitted for adoption to the Council of Ministers. In the meantime, students who require information or advice, may write to the Rector of the University of Libya, Benghazi, the College of Advanced Technology, Tripoli, the Advanced College for Teacher Training, Tripoli, or the Islamic University, Beida. State scholarships (770) are available to nationals of Libya for study in the fields of engineering, medical sciences, agriculture, arts, education, science, law, economics and commerce. Applicants from Belgium, France, Italy, the Federal Republic of Germany, Iraq, Lebanon, Morocco, Spain, Turkey, etc., must have a secondary education certificate or its equivalent recognized by the Ministry of Education. On completion of their studies, scholarship recipients must serve the government for a specified period.

L 72. "Mūdīrūl jāmīā īā kīdū mū'tāmārān sāhāfīan", (The Principal of the University Holds a Press Conference), *Al maārifā*, No. 300, December 9, 1964, page 2.

On the first day of the school year, the principal of the university held a press conference in Benghazi. He spoke of higher education in Libya, and of the history of the university. When the Libyan University was first created it was comprised of the Arab Faculty and the Faculty of Education. Then the government created the Faculty of Commerce and Economics, the Faculty of Sciences, and finally the Faculty of Law. Authorities intend to establish a Faculty of Agriculture so as to meet the nation's needs. In 1963, there were 1145 students at the University of Libya as opposed to 33 when it was first begun.

L 73. "49 tālībān āltāhīkūnā bīl jāmiaāh āl āmērīkīa" (49 Libyan Students to Attend American Universities), *Al maārifā*, No. 374, February 21, 1968, page 10.

49 Libyan students went to the U.S.A. in order to continue their studies. These students were chosen by the Ministry of National Education. Before they left Libya, Mr. Buiu, the Minister of National Education, held a meeting with them at which he gave an address advising the students about their stay in the U.S.A., and the way they must represent their country.

Doctor Ryan Brown, the American Cultural Attaché, talked with them as did Libyan teachers who had already graduated from American universities.

L 74. "Kūlīatū ā dīrāsāt āl fānīā āl ūlīā" (The Technical Institute), *Al maārīfā*, No. 302, January 22, 1965, pages 4-7.

The government created the Technical Institute to meet the increasing need for technicians and engineers. Even workers may attend courses at the Institute. Its budget comes from government appropriations. There is also a cultural agreement between the Libyan government, the UN special fund, and UNESCO. The latter agencies are responsible for recruiting experts and for special funds. The Libyan government must supervise the implementation of the whole program.

The Institute, which opened in 1962, started with 50 students. It has its own council, the head of which supervises both the course of studies and the administration. Modern laboratories and workshops were constructed. A vocational diploma is required for admittance to the Institute. Students must spend 5 years at the technical school after which they must specialize for three years. Courses are taught in English.

L 75. "Isdārū kānūnīn jādīd lītandīm al jāmīā āl **lībyā** " (A New Law Has Been Made to Reorganize Higher Education in Libya), *Al maārīfā*, No. 384, June 17, 1968.

The government has decided to reorganize higher education. The University of Libya is now composed of the Faculty of Sciences, the Faculty of Law, the Engineering College, the Teachers' Training College, and the College of Agriculture. The Council of the University may establish new colleges and institutes. The University has its own budget. The Council of the University, whose members are elected by the professors and students, is responsible for all activities which take place on the campus. The Ministry for National Education has its own administration, which is responsible for exams, and for courses taught at the University, as well as for the diplomas, and the disciplinary rules.

M 76. "Institut de Presse Marocain" (Moroccan Press Institute), *Jeune Afrique*, February 11, 1968.

In a short time Morocco will have its first Institute for the training of journalists for the press, radio and television. Like the Tunisian Bach Hamba Press Institute which is financed by the German "Frederich Naumann Foundation", this institute will assure the training of journalists and technicians. A mission from the German Foundation has met with authorities from the Moroccan Information Agency and from the Maghreb Arabian Press in order to organize, in Morocco, a course of studies for the training of journalists.

M 77. "La 'Mohammedia' de Rabat devrait constituer un bon exemple de remède à la célebre 'fuite de cerveaux'" (The "Mohammedia" of Rabat Must Develop a Solution to the Famous "Brain Drain" Problem), Jeune Afrique, October 15, 1967.

The Mohammedia School of Rabat is, in a way, the Faculty of Technology of the university. It aims to train, in a period of four years, engineers for all branches of industry. Every year, seventy graduates in mathematics are admitted into this school. The pace of studies is very rigorous. Presence at lectures and laboratories is compulsory in addition to personal work and ahalf-yearly examinations. There are also several probationary periods: in Moroccan enterprises at the end of the first year, then in France, Spain and Belgium at the end of the second and third years. Students in their last year of school must present, before a panel, a model of an engine. All students are boarders, but for the time being there are not enough places for everybody so some students are day students.

M 78. "Higher Education in MOrocco", The Educated African (1962), pages 35-38.

The University of Rabat was established in 1957. It consists of three faculties, a school of applied medicine, and a number of associated specialized institutions. At present, it prepares students for French degrees primarily but offers an increasing number of Moroccan degrees. In October, 1960, it was announced that the scholastic year 1962-63 was the last in which the University of Rabat would prepare students for anything but Moroccan degrees.

The most important faculty is the Faculty of Law and Political and Economic Science. Here, students holding the baccalauréat may prepare for a license or doctorate of law in the French language with specialization in juridicial science, political science or economics or a license in Law in Arabic. The latter degree may also be prepared for by candidates who hold diplomas awarded at the end of the secondary level in centers of Islamic studies. Those who hold neither degree may prepare for a proficiency in law or a diploma of Moroccan juridicial and administrative studies.

M 79. "S.M. Hassan recoit les laureats de l'Institut National des Statistiques" (H.M. Hassan II Receives the Graduates From the National Institute of Statistics), Maroc Documents No. 1, October 1967, page 41-42.

H. M. King Hassan II awarded certificates to seven students from the National Institute of Statistics. The ceremony was attended by many authorities. King Hassan II stressed the fact that statistics are very important for a developing country. They are also important in the field of economics. This institute was established in 1961 to provide an economic and statistical education to those who wanted it. The O.N.U. has provided teachers and scholarships.

T 80. "Utiles à la science et à la société" (Services to Science and to Society) L'Action editorial, July 7, 1968.

The College of Medicine was opened in October 1964. Professor Lenègre states that a Tunisian Faculty of Medicine is a great achievement yet many Tunisians do not know about it. The educational standard is quite good; it is equal and even better than that of France. Professors at the Faculty of medicine are well-qualified, thus enabling them to make immediate advances and to keep abreast of modern techniques and standards.

T 81. "De trés profondes réformes pourraient intervenir dans les études universitaires" (Fundamental Reforms Should Be Introduced into the University), La Presse, July 16, 1968.

M. Ben Salah held a meeting with the "Conseil de l'Université". Many problems were discussed during the meeting, among them the fact that the higher educational system is to be reformed. Four essential issues were discussed: admission to the faculties, examination programs, the organization of the higher educational system, and the links between the university and other economic, social, and cultural institutions. The "Conseil" intends to adapt the reforms to the needs of the country and to students' vocations. From now on, higher vocational education must be organized according to accurate statistics. Every faculty will have its own director and its own budget.

T 82. "L'université doit avoir pour mission de former l'homme Tunisien." (The Mission of University Must Be to Form the Tunisian Type of Man), La Presse, July 20, 1968, page 4.

This article is part of a series in the newspaper La Presse which is called "dossier de l'enseignement" (File of Education). First the article briefly summarizes what has been published up to this date and what subjects will be treated on this page in the future. Views and speeches of university teachers, students, pedagogues, etc., have been published in this column. Much space has been devoted to the views that Mr. Ahmed Ben Salah, Secretary of State of the Plan, Economy and Education, expressed at the opening of the University Council. The newspaper intends furthermore to publish the suggestions and objections made in the course of the Council session, in particular the suggestions of Mr. Mokhtar Zannad, Mr. Chadli Fitouri and Mr. Farhat Dachraoui, three teachers and members of the University Council. In previous editions, the problems of reforming the education in secondary schools have already been discussed, including the adoption in secondary schools of a democratic system based on dialogue and the use of the results achieved by the Commission of Socialist Studies.

T 83. "M. Ben Salah: Annuler la rupture entre les cadres et la réalité du pays" (Mr. Ben Salah: We Must Eradicate the Split Between University and Tunisian Society), *L'Action*, August 8, 1968.

At the Club of the Union of Youth of Hammam-Lif, Mr. Ahmed Ben Salah delivered a speech to the educators of the southern suburbs, declaring that the gap between university graduates and Tunisian society had to be diminished. As an example, he pointed to young law students who upon leaving the university knew all about legislation and the economy of foreign countries but nothing or very little of their own. Students should be able to apply the knowledge obtained at University to the benefit of the country. They should contribute to the creation of a Tunisia which produces its own scientists and thinkers. Mr. Ben Salah then accused the students with Communist leanings of being interested only in their own profit under the pretext of worrying about the situation of the "petits fellahs." He further stated that teachers should not remain aloof from the world of politics and economics. Lessons in Tunisian sociology and government policies will be organized for higher education. Knowledge of the Arab language should be required for all branches of higher education.

T 84. "M. Ben Salah: A côté des études la formation sociale est une necessité" (Mr. Ben Salah: In addition to Studies, Social Training is Needed), *La Presse*, July 23, 1968.

Before the University Board, Mr. Ben Salah, Secretary of State for National Education examined:
1) The structure of the University. He stated that the university should provide for the formation of an administrative board within each faculty together with a technical, pedagogical, and scientific committee.
2) The vocational guidance of students should be in terms of the requirements of the government. Students should have a four week training period in institutions related to their fields in order to become familiar with their future colleagues

and with the style of work. At the same time, students could examine the socio-economic, cultural, and even psychological situation of the region.

ADULT EDUCATION

A 85. "Les missionnaires de l'alphabet" (The Missionaries of Literacy), Jeune Afrique, January 22, 1967.

The campaign for literacy was begun just one year after the Independence of Algeria. From Oran to Constantine and Algiers, then Ghardaia, several literacy committees were created in every rural community and urban ward. Eighty to eighty-five percent of the Algerian population was illiterate. The teachers in these centers were real missionaries of literacy. They had only a certificate of primary education along with much enthusiasm. But because of a lack of organization and knowledge of teaching methods, the campaign for literacy failed.

On the other hand, the lessons which aimed to improve the knowledge of those who already knew a little reading and writing were successful. During the 1965-66 school year, more than 5,000 students received the Certificate of Studies for Adults. El Moudjahid reserves one page daily for the education of adults. A few vocational enterprises have taken the place of the former committees and have begun better-organized study programs. Today all the workers of the Algerian Railways know how to read and how to write. The financial aid given by UNESCO for the literacy campaigns in the agricultural area of Algiers-Stawili, the petro-chemical complex of Arzew, and in the district of Annaba where work in the metallurgy of iron is taking place, is 5,830,000 dinars while that given by Algeria is 14,557,000 dinars.

A 86. Halioua, Larbi and Henry, Jean Robert, "Problèmes Demographiques du Maghreb. L'Education en Algérie" (Demographic Problems of the Maghreb and Education in Algeria) Confluent, A Monthly Review, Algeria, No. 50-51-52, April-May-June 1965.

This article is devoted to literacy , to the results which have already been obtained in this field, and to the problem of teacher recruitment. The author states that the lack of teachers is due to the growth of the population and to the departure of French teachers. Statistics are given concerning illiterate people. The aim of the government is to spread education, to fight illiteracy, to arabize education, and to encourage scientific and technical research. The government also intended to recruit non-qualified teachers who would receive intensive training and to recruit teachers from other

Arab countries. The government is trying to solve the most important problems first. There is in operation an educational plan (1971-72) for secondary education, and if this plan succeeds it will be applied to higher education.

L 87. "Adult Education in Libya", *The Educated African*, 1962, pages 64-65.

A U.N. report stated that it would be unrealistic to attempt to reduce the rate of illiteracy in Libya, and that efforts should instead be concentrated on preventing it from spreading. In 1954, 91% of the men and 98% of the women were illiterate. The government concentrated its efforts on building schools, and reducing illiteracy. In 1960-61, there were 131 centers for the instruction of adults on the primary level; these centers reached about 10,000 students. In Tripoli and Benghazi, secondary school studies are taught by 162 teachers to 1072 students who are called "evening men" because of their inability to be present at the regular morning classes. These young adults are eager to learn but are often defeated by fatigue.

MAG 88. "L'Alphabétisation des Adultes du Maghreb" (Literacy of Adults in the Maghreban Countries), *Maghreb*, No. 25, January-February 1968, page 31.

This article gives a synopsis of the various methods used by the three Maghreban countries to combat illiteracy. It states that the massive literacy program launched after Independence was doomed to fail in spite of the enthusiasm with which illiterate adults joined the movement. The reasons for this failure were: 1) the organization of those campaigns against illiteracy was insufficient; 2) the teachers were not qualified enough for this task; and 3) governments had not provided the necessary jobs for those who had passed the examinations after the two years of training; thus many adults went back to their original surroundings and became illiterate again. The education given to the adults was also much too general; it did not help them to improve their social positions, thus causing a good number to become discouraged.

This traditional type of education proving to be of little benefit, the three countries, in particular Algeria and Tunisia, undertook new campaigns which were more organized and selective. The adults selected to take part in the literacy programs were chosen according to their ability to benefit, i.e., priority was given to those in the industrial and commercial sectors of society. A real program has been established; the training is to last two years. A third year to reinforce this learning has been added. While the literacy program in Algeria and Tunisia are at the same level (though Algeria has the advantage of receiving financial aid from UNESCO for it had been chosen in 1965 as one of the countries in which the "projet pilote" was to be carried through), the efforts made by Morocco in this field are much less considerable.

T 89. "L'ennemi No. 1 du monde arabe est l'analphabetisme" (Illiteracy is the Number One Enemy of the Arab World), L'Action, August 30, 1968.

Mr. Ali Hafedh, an authority on illiteracy of the Arab League, stated after his visit to Tunisia: "Illiteracy is the number one enemy of Arabs. Tunisian experience in this field is conclusive. I pay homage to the giant steps made in the field of illiteracy and social education and I admit to a great admiration for the Institutes of Education for Adults."

T 90. "La Tunisie célebre la journée internationale de l'alphabétisation" (Tunisia Celebrates the International Day of Literacy), L'Action, September 7, 1968.

Tunisia is celebrating on September 8, together with all other nations, the commemoration of the Conference of the Ministers of Education which took place at Teheran in 1965 under the auspices of UNESCO. A seminar on adult education which will be attended by authorities on the national and regional level will be held on the 30th of August at Ain Draham. From September 8-10, the second national conference on adult education will take place. It represents a unique occasion to point out those efforts that have been made in the campaign against illiteracy and to discuss the difficulties which have arisen. The authorities of Tunisia and the Maghreban countries and the delegates of UNESCO will exchange views on their respective experiences. Furthermore a seminar will be organized in the "gouvernorats" of Jendouba, Beja and Kef. Taking part will be government and party officials as well as teachers of adult education.

TEACHER TRAINING

L 91. "The Minister of Education Outlines the Progress Made By His Department", Al maārīfā, No. 344, August 5, 1966, page 3.

At the end of the school year, Mr. Tahar Bakir, Libyan Minister of Education, held a press conference. He declared that his department had overcome the problem of the shortage of educators thanks to the opening of the Higher College for Teachers and of two Institutes for male and female teachers.

Concerning expansion of educational services, he said that the forthcoming year will be marked by the opening of many new schools. This is part of the Libyan Educational Plan, which aims to extend education to all parts of Libya.

L 92. "Agreement Providing for the Creation of a School for Teachers", Al Maārifā, No. 338, May 13, 1966, page 8.

An agreement providing for the creation of a school for teachers has been signed by the Libyan Government and UNESCO. This school will train teachers for both secondary and vocational education. Summer lessons, as well as evening lessons and periodical lectures, are scheduled to be held in this school. Mr. Tahar Bakir, Libyan Minister of Education, declared that "Libya is greatly interested in the field of education because it is education which will prepare coming generations for a productive and active life and which will built the structure of the nation." He added that "the signing of this agreement is a great stride towards comprehensive education. What is most needed is education on a high level."

M 93. "Secondary Education in Morocco", The Educated African, 1962, pages 31-33.

Secondary education has undergone changes very similar to those that have taken place in primary education since 1956. The government created sixteen colleges, offering only the first half of the secondary program. This made it possible to increase the number of students in Moroccan schools. Boarding facilities and technical sections were provided at some of these establishments. A training institute, providing two year courses for the preparation of secondary teachers, was opened in October 1957 and the first sixty-two graduates took up posts in October 1959. In 1960, 28% of the staff were qualified only as primary school teachers. The introduction of a new system of secondary education began in 1957. This system divides the six years of secondary studies into two divisions of equal length.

To provide for the estimated 33,000 students in secondary schools in 1960-61, it was necessary to establish a minimum of 35 to 40 students per class in the first division and a twenty student minimum in the second division. Teachers of some secondary subjects, such as mathematics, had to be assigned classes at several schools so that all schools would be able tooffer these subjects.

M 94. "Primary Education in Morocco", The Educated African, 1962, pages 26 - 31

The great increases in enrollment in 1956 and 1957 created a great demand for teachers. In 1956, 6400 were recruited as teachers-in-training, after being given courses of two to three months. Regional teacher-training centers had been opened in many areas. During 1958-59, more than 800 teachers were being trained at the regional centers to take up posts in October, 1959. 300 former students at Quarawiyn University were given an accelerated three-month training course to prepare them as teachers. In 1959-60, six primary teacher-training schools were opened, each with a capacity of sixty students. Fifty primary teachers with the first or second part of the baccalauréat were recruited abroad. The number of inspectors was increased to 106 in 1960 so that no inspector was responsible for more than 200 teachers. The inspectors gave lectures in education, held demonstration classes, and listened to and criticized test lessons prepared by the teachers. By January 1960, 722,215 Moroccan children were receiving primary education.

MAG 95. "Asatidha fi alloughati el inglizia minal maghreb el arabi el kebir youkimouna bi enguelterra" (A Group of Professors of English From the Maghreb Countries Sojourn in England), Es-Sabah, July 25, 1968.

Ten Algerian, six Moroccan, eight Tunisian and thirty Libyan professors of English are spending the summer holidays in England. All of them are attending special courses at schools specializing in modern education. The principal aim is to improve their spoken English.

TEACHING AIDS

A 96. Bahri, Bernard and Raoul, Fenêtre Ouverte: Classe de 6éme année de l'Enseignement Primaire, 1965, (Open Window: Sixth grade Primary School, 1965)

In their preface, the authors of this textbook say that instead of attempting to cover all activities that may interest 12-year-old boys and girls, they have rather tried to broaden the children's knowledge by inducing them to think about their lessons and by training them to express themselves lucidly.

Since each topic in the book includes seven or eight stories and three or four poems, it is impossible for teachers to deal with every selection in detail. The authors suggest that the teachers must choose the texts to be treated in class, taking into consideration the level and social class of the children. The remaining texts should be left for individual reading in the home. The teacher should, however, try to determine if the pupil's curiosity has been sufficiently aroused to make him want to read for his own pleasure. As for the book itself, there is, at the end of each selection, an explanation of difficult words (imprévisible, désastreux) and some questions concerning the content of the text. The textbook is richly illustrated with photographs that make for better understanding of the text.

L 97. Mohamed Ben Massaud Fushaika, A Short History of Libya From the Ancient Times Up to Now, (Translated from Italian into English by Maria B. Sherkasi) 1962, Chapter VIII.

His Majesty Idris el Awal es Senussi, King of Libya, said about history, "The task of a historian is to seek the truth, divulge it, and avoid what does not correspond to it." The author, Professor B. Massaud, studied at the "Misurata" Turkish school, continued his studies in Damascus, Syria, and obtained a teaching certificate in Arabic, at Dar al-Ulum Training College, which is now affiliated with the University of Cairo. Professor Mohamed Ben Massaud Fushaika is the author of many books in Arabic, the most important being a "General History of Libya." This book is composed of two big volumes containing pictures, geographic maps, and, at the end, an accurate bibliography. This book obtained a first prize at a competition and, therefore, was adopted as a textbook for Libyan schools. Major subjects covered in this book include geographical features of Libya, Libyan civilization, the Arabs and Islam, the Fatimid and the Mouhidin dynasties, the Turkish period, and Libya under the Italian regime.

T 98. Chenoufi, Moncef, Bulletin Pédagogique et Nashrā Tārbāwiyyā, "Les Moyens Audio-Visuels", (Audio-Visual Methods), I.B.L.A., No. 120, 1966-67, page 385.

This bulletin attaches great importance to the use of teaching aids. It advises teachers to use radios, records, and movies to make their courses more vivid and more interesting. These modern audio-visual methods can be used mainly for the teaching of Arabic. When teaching Arabic poetry, the educator can use a record player. This method has been suggested by two teachers of Arabic, Mr. Ladjimi and Mr. Ayyachi, who have already experimented with it. Both teachers invite other educators to improve what they have begun. New techniques may be tried at La Rabta and at the Bourguiba Institute which both have language laboratories.

T 99. Mohamed el Béchir Jrad, "Kūtūbūnā al Mādrāsīā" (Our Textbooks), Al Fikr a monthly review, Tunis, N° IO, pages 72-76

In this article, the author tries to answer a criticism of textbooks made by Mr. Fradj Chadli in Al fikr, No. 7, May 1965. The latter is pessimistic. This article is devoted only to the material aspect of textbooks and to the price of texts, not to the content. According to the author, Mr. Fradj's criticism of textbooks is not objective because he deals only with the bad side of textbooks. The author stresses the fact that criticism must be positive, so as to help improve textbooks.

T 100. "Un nouveau contenu" (New Subject Matter), La Presse, No, 375, July 15-16, 1968, page one (editorial).

One of the most famous teachers of mathematics reflects upon the quality of his teaching and upon his pupils' minds. He is trying to determine which has changed. Undoubtedly, mathematics rules have not changed at all. What have changed are the pupils' minds. Educational systems present many contradictions. The subject matter is the same, while our country in changing. Methods have been reformed, but they do not really change. Our children's minds are, however, changing because of radio, television and movies. The author suggests that these elements should be used as teaching aids.

T 101. "M. Ben Salah: Fixer les besoins" (Mr. Ben Salah: To Determine the Needs), La Presse, July 31, 1968.

Mr. Ben Salah, Secretary of State of the Plan and Education, thinks it necessary for the authorities of the SEEN to prepare a list of all the textbooks which will be needed in the next school year and to publicize this list in the newspaper and in pamphlets. The STD on the other hand should study the quality of the necessary textbooks in order to help the SEEN to calculate the costs. If one could determine the exact number of textbooks needed from the primary schools on, the results could be of great help in determining the number of books to be sold in a year, and in assuring that delivery of these books has been made by September 15. The control of punctual delivery is by the way one of the tasks of the local authorities, according to Mr. Ben Salah.

RELIGIOUS EDUCATION

A 102. "Algeria Will Not Have a Problem with Secularization," Jeune Afrique, October 16, 1966.

The Ministry of Education will assume the responsibility not only for education in the public schools but also for religious teaching offered in the Islamic schools. Mr. Saadouni, Minister of Habous (Religious Matters) stated, "Religious

Education must follow the standards fixed by public education and become part of an effective and unified educational system. If the Islamic Institutions depend solely upon the Ministry of Habous, additional instruction would have to be given to students by the Ministry of Education".

M I03. "Reforms in the Structure of Islamic Education at the Advanced Level". *The Educated African*. I962 page 40.

At the advanced level of Islamic education, the government intends to create a Shāriā Faculty in which Islamic subjects, the history of religion, and comparative law will be studied. It also intends to integrate this Faculty with the University of Rabat. In this program, priority is being given to the introduction of foreigh language and scientific subjects. The major problem is to find qualified staff. In October I959, training courses for primary teachers in traditional schools were offered at centers of Islamic studies in Fez, Tetuan, Meknes and Marrakech, each including about 200 trainees. At the same time, a general training and educational center with 40 students was opened in Rabat. To enable modern teaching methods to be used, the average number of children per class will be reduced from more than I00 to 50. Because of serious difficulties in finding science teachers for the secondary level in traditional schools, students at the University of Rabat are being encouraged to take up teaching careers.

M I04. "Higher Islamic Education", *The Educated African*, I962 pages 38-40.

Islamic education is offered at the Quarawiyin University in Fez, Ben Youssef University in Marrakech, and the Centers of Islamic studies located in Tetuan, Meknes, Oujda, Taroudant, Al Jadida Chaouan, and at the 2,639 lower-level Koranic schools. Strong support from the government of Morocco has made it possible for the number of students receiving traditional education (other than in Koranic schools), to increase from 3,603 in I955-56, to 24,436 in I959-50. This support has provided for improved and expanded living and teaching quarters, scholarships for boarding students, food and medicine for day students, and grants to teachers. Recruiting campaigns have been undertaken in other Arab countries to provide more staff. New quarters have been found mainly in unused barracks and in buildings confiscated by the state. Classes have been moved out of mosques, and modern buildings are going up to replace the old dormitories.

T I05. "L'Evolution de l'enseignement traditionnel en Tunisie" (The History of Traditional Education in Tunisia), *Maghreb*, N° 25, January-February I968, page 26.

In this article, the author traces the development of the educational system of Tunisia from the middle of the I9th Century to the present. The center of education in the I9th Century was the great mosque of Zitouna which gave its students a good knowledge of literary Arabic, of religion, and of law, but which completely neglected mathematics and the natural sciences. The school was based on custom; there was no school administration, no examinations, etc. Students were only required to learn by heart.

Influenced by Napoleons' achievements in Egypt, the bey decided to set up a military school, "L'Ecole Polytechnique du Bardo." Founded in 1840, it formed cadres which played important roles in the army and administration. Students were taught modern sciences and modern languages. In 1875, the famous high school, Sadiki, was created to train an elite versed in two cultures, the Arab and the French. Thus the students of Zitouna were more and more overtaken by the students of Sadiki. They had difficulties in getting high positions. Numerous secondary schools of the French type were created, but the Zitouna was not even partially reformed until 1950. Since Independence, however, the traditional education of the Great Mosque Zitouna has been integrated into the modern school system.

The numerous annexes of Zitouna in various Tunisian cities have been transformed into secondary schools. The Zitouna itself has been linked to the University of Tunis and is now called the "Faculty of Theology and Religious Science."

ARTISTIC EDUCATION

L 106. "The Minister of Information Inaugurates the First Exhibition of Books", A-zāmān, No. 609, July 16, 1968, page 1.

The Minister of Information has inaugurated the first book exhibition. This exhibition was organized by the High Committee for Culture and Arts. The purpose of the exhibition, which includes books printed since the 16th Century, is to encourage the printing of more books in Libya.

L 107. "Idārātūn jādīdā līl fūnūm wā thākāfā" (A New Administration for Arts and Culture), Al maārīfā, No. 329, page 8.

A new office for arts and culture has been created in the Libyan Ministry for Culture and Information. This office will deal with theater, popular arts, and the printing and publication of literary works.

The art division will carry out a research program on popular arts. Authorities will draw up an accurate plan, based on modern scientific research methods. An inquiry will be made concerning peoples' hobbies and preferences. Officials intend, as well, to create a theatrical company, the members of which will be trained to become professionals. At present there are only "amateurs" in Libya.

Six new books are being printed at a state-owned printing house.

M 108. "Culture et Seminaires" (Culture and Seminars), Jeune Afrique, May 6-12, 1968.

There has been an increase in the number of "cultural weeks" in Morocco. The operation started simultaneously in almost all the towns of the kingdom. Meetings were followed by exhibitions. During the opening ceremony, Mr. Mehdi Benbouchta, Secretary of State of Youth and Sports, dealt with the role of Youth in the preservation and transmission of culture. He called to the attention of young Moroccans the importance of their national cultural heritage.

On the same day, April 15, Mr. Benbouchta opened an International Conference entitled, "Connaissance de l'adolescent et des problemes posés par son integration sociale (Knowledge of the Adolescent and of the Problems of his Social Integration).

M 109. "Le Centre Cinematographique Marocain" (The Moroccan Cinematography Center), brochure edited by the Ministry for Information, pages 32-33 and 36.

The Moroccan Cinematography Center is supported by the Ministry for Information. It is a public organization which deals with all questions and problems concerning the cinema. It is also entrusted with the coordination of movie production in Morocco. Every week the center produces and distributes newsreels all over Morocco.

Moroccan Cinema has enough Moroccan technicians to produce Moroccan films, Television programs and newsreels. Most of these technicians were trained in foreign schools in Paris, Los Angeles, Moscow, or Rome.

T 110. "M. Klibi: La Culture Arabe est un ensemble de cultures differentes écrites dans la même langue" (Mr. Klibi: Arab Culture is a Mixture of Different Cultures Written in the Same Language), La Presse, August 21, 1968.

Mr. Chedli Klibi, Secretary of State for Cultural Affairs and Information, gave an address in Sfax concerning culture in Tunisian socialist society. According to Mr. Klibi, Tunisia must have her own unique culture. Culture, he added, represents all the activities and opinions of a whole society. The government hopes to cultivate and spread culture by establishing cultural houses, and by adult education. The struggle against illiteracy represents a renaissance of our cultural heritage, especially of folkloric arts. This renaissance will permit many people to understand any kind of music. Mr. Klibi insisted on the fact that Tunisian music should be revitalized and modernized.

SPECIAL EDUCATION

A 111. "A l'écoute du pays et du monde" (The Monitor of the Country and the World), Visages de l'Algérie , Brochure éditée par les soins du Ministere de l'Information, Pages 76-77.

After Independence, newspapers found in Algeria were weapons of colonialism. The government started at once to review the activities of all branches of mass media. Much money is being spent in order to modernize the publication of newspapers and to facilitate the development of radio and television, which provide, above all, an effective means of spreading information, culture, and education. Television is becoming popular throughout the country. The government is attempting to create "television centers" in the towns because lessons to combat illiteracy are being offered on television. The government wants to educate and inform the Algerian people at the same time as they are being entertained.

A 112. "Personnel Training", Algérie An V, Brochure issued by the Algerian Ministry for Information, page 118.

The staff of the post and telecommunications office is composed, in great part, of people employed since 1962. The administration made every effort to help its young employees attain promotions. Therefore, it has organized courses intended to prepare them for the numerous examinations. The results have been encouraging because a large number of the employees have passed the examinations.

Because of the various services performed by the post office, it must have skilled and specialized employees. Authorities arranged for their training at the National School of Telecommunication Studies or at National or Regional Training Centers.

Engineers will temporarily receive training abroad.

L 113. "The American School of English at Tripoli", The Daily News, June 16, 1968, page 3.

The annual graduation ceremony of the American School of English took place in Tripoli recently. 165 students were awarded certificates by the Director of Cultural Affairs. Even the Ambassador attended the ceremony.

L II4. "The Libyan News Agency", The Libyan Review, Vol. III, N° 3, March I968, page 35.

Prior to beginning its official functions at the beginning of 1966, the LNA conducted two training courses, one of which dealt with editing and translation and the other with teleprinter operating. The number of trainees in both courses was about 56 young Libyan men. In the last two years the LNA has recruited more qualified personnel and is collecting and distributing news in an efficient manner.

M 115. "Les jeunes recues du centre d'instruction d'El Hajeb" (The Young Recruits at the Instruction Center at El Hajeb), les F.A.R., No. 36, May 1968, pages 6-7.

Pupils recruited at this military training center must be 20 years of age. Instructors must be aware of the importance of their mission. Their task is to form strong, well-disciplined men, able to face their responsibilities. Pupils have theoretical courses as well as practical training.

M 116. Abbes Lahlou, "L'enseignement des langues étrangeres: necessité, utilité **ou abusif?**"(Is the Teaching of Foreign Languages Necessary and Useful, or Extravagant?) Les F.A.R., second year, No. 1, June 1966, pages 11-14.

Recent international exchanges have shown that it is necessary to know a second language. The author states that in many countries the second language is often the language of culture, and is even the official language at school. A foreign language is often necessary for foreign affairs when the mother tongue has not been adapted to modern times. The author states that the teaching of foreign languages is a problem and proposes the reform of teaching methods.

T 117. "Généraliser la prévention routière dans les écoles" (Teaching Traffic Safety in Schools), La Presse, November 6, 1968.

The introduction of instruction in Traffic Safety was received with great enthusiasm by pupils who studied and practised the rules of traffic. Instruction in Traffic Safety is still at an experimental stage in Tunisia whereas in Europe safety courses are now widespread. This should be the case in Tunisia as well where people's ignorance of these questions is, to say the least, pitiful. Children play in the streets and adults cross without paying attention to the traffic. Knowledge of traffic rules must be encouraged and school patrols scattered throughout the Republic.

COOPERATION

A 118. "Le Colloque Maghrebin sur l'instabilité de la famille et les droits de l'enfant" (Maghreban Colloquium on the Instability of the Family and the Rights of Children), *Actualité et Documents*, No. 100, June 5, 1968, page 29-30.

The conference was convened to create family legislation which would unify the great Maghreb. Problems such as divorce were discussed. It was decided that both parties must agree to separate or find reasons to justify this separation. Members wish to establish common procedures throughout the whole Maghreb. They stress the fact that divorce should be stopped and that the judge must attempt to keep the couple together.

A 119. "Ouverture des Jeux Scolaires et Universitaires Maghrebins à Alger" (Opening of the Maghreban School and University Games at Algiers), *L'Action*, July 6, 1968.

At the Anasser Athletic Club, President Houari Boumedienne opened the first Maghreban School and University Games in which more than one thousand young people from Libya, Morocco, Tunisia, and Algeria participated. On the same occasion, Mr. Ben Mahmoud, Algerian Minister of Youth and Sports, stated, "This athletic and cultural meeting marks the beginning of a mutual cooperation between young people from the four countries and is a pledge for the success of endeavors to build a common future."

A 120. "6000 instituteurs egyptiens pour l'arabisation des écoles en Algérie (6000 Egyptian Teachers for the Arabization of Schools in Algeria), *Le Figaro*, October 24, 1962.

According to an agreement made by Mr. Mohammed Khider during his visit to Cairo, concerning the "arabization" of education in Algeria, one thousand Egyptian teachers are expected in Algiers by the 15th of November and another thousand by the 15th of December. The Algerian government, which asked for 6000 teachers, received 7000 applications from men and 500 from women. The instructors are former students of French schools in Egypt. Their knowledge of French will be very helpful to them. Their wages will be 2,100 NF per month.

L 121. "An Official from the Oasis Oil Company Ends a Training Course in Beirut), *Al maārīfā*, No. 297, page 2.

Mr. Mahmud Ghalbun, director of government relations in the Oasis Oil Company, has recently returned from Lebanon where he successfully ended a training course in business management. He participated, together with 21 delegates from 6 other Arab countries, in a training course for high-level officials which was held in Lebanon. This training is part of a long-term program being carried out by the company and intended to improve the abilities of Libyan staff serving in the company.

L 122. "Conference of Arab Ministers for Education and Plan Held at Tripoli", Al Maārifā, No. 338, May 13, 1966.

Addressing the conference, the head of the Libyan delegation, Mr. Tahar Bakir, Minister of Education, outlined the historical, economical, and cultural factors that influenced the development of education. He gave statistics on the increase of the number of students in Libya.

The conference passed a resolution under which Arab countries and particularly Libya would launch a 15-year literacy campaign, recruit more educators, and establish a balance between theoretical and practical education.

M 123. "La MUCF au Maroc" (The French University and Cultural Mission of Morocco), La Presse, September 13, 1968.

The decision of the MUCF to introduce school fees in its institutes has given rise to violent protests and threats of strikes from the teachers of secondary schools of the MUCF. Under these pressures the MUCF finally made up its mind not to carry through with this project. Its schools will remain free of charge. Every teacher throughout the Moroccan kingdom will keep his position. Education in its schools will even be improved by the adoption of new teaching methods.

MAG 124. "Il faut que l'école aille aux élèves" (Schools Must Be Nearer to the Pupils), Jeune Afrique, August 27, 1967.

Parents living in rural areas want their children to go to school but it is often necessary for them to travel great distances to reach a school. This poses a difficulty because everyone who finishes primary school must go to a town in which there are secondary schools. Then he enters the university and must settle in the capital city. This makes for a difficult situation in underdeveloped countries. Parents who used to pay about 300 NF a year for the education of one child see these expenses increased four or five times. Charges reach 1,300 NF per year. But the rural population is not capable of meeting these sums so they take money out of their capital and rural areas slowly become poorer and poorer. In addition, the concentration of secondary schools in big towns involves the creation of boarding schools that cost more than classrooms. So secondary schools must be built nearer the pupils as is the case with primary schools. The construction of some classrooms in rural areas is cheaper than the creation of boarding schools in large cities.

MAG 125. "Encyclopedie du Maghreb" (Encyclopedia of the Maghreb), Jeune Afrique, No. 363, December 24, 1967, page 55.

The permanent office for arabization which depends upon the Arab League is compiling subject matter for an encyclopedia on the great Arabic Maghreb. The subject matter will include ethnicity, language and dialects, religion, tradition, institutions, folklore, social and artistic life, as well as famous men's biographies from ancient times up to the present day.

MAG 126. "Echanges Culturels" (Cultural Exchanges), Jeune Afrique, May 6-12, 1968.

Following Moroccan Cultural Week, which took place from the 12th to the 16th of February in Rabat and was extended one week in Fes, and following the Conference of the National Schools of Administration, regular teacher exchanges were established. Professor Chadli Bouyahia of the Faculty of Letters of Tunis gave lectures in Fes and Rabat, while Professor Ahmed al-Yacoubi of the Faculty of Letters of Rabat lectured at the University of Tunis. Cultural exchanges have been taking place for many months.

MAG 127. "Une Expérience intéressante de collaboration Maghrebine sur le plan philosophique" (An Interesting Experiment in Maghreban Collaboration in the Philosophy of Education), Bulletin Pedagogique (25): Enseignement Secondaire et Moyen (Pedagogic Bulletin 25: Secondary Education), page 13.

From the 6th to the 10th of September 1965, a seminar on the philosophy of education for teachers in the Maghreban countries took place at the International Center of Pedagogic Studies at Sévre (France). For the first time, Tunisia, Algeria, and Morocco considered the possibility of collaboration and exchange in the field of philosophical education. A committee has been created which is to have representatives in the three countries. Regular meetings are to take place. Further common projects include: 1) the publication of a collection of texts by Arab writers; 2) the compilation of a bibliography of all Arab works translated into French. All these projects are, however, to be considered as only a beginning; they are intended to lead to further and still closer cooperation.

T 128. "Colloque pédagogique Maghrebin: la source des valeurs" (Maghreban Education Colloquium: The Source of Values), *Jeune Afrique*, No. 323, March 19, 1967, page 68.

The Maghreban Ministers for National Education held a conference on education. Besides Ministers, several teachers attended the meetings. Principal issues discussed during the conference concerned the problems caused by the teaching of Arabic. This is a very important question both for the whole nation and for future Maghreb unity. Mr. Messadi stressed the fact, "That language is the source of intellectual values for every nation." When the pupil learns a language, his ideas become clear. All Maghreb countries are arabizing their educational systems but they have not achievedthe same results. In Tunisia the first and second primary years are completely arabized and during the following primary years great importance is given to Arabic as well. As for secondary education, although Arabic is very important, sciences and mathematics are taught in French.

T 129. "Le B.I.T. et la F.A.O. organisent un cours de formation des ouvriers forestiers à Ain-Draham" (The International **Labour Organization** and the F.A.O. Organize Training Courses for Foresters at Ain-Draham), *L'Action*, November 5, 1968.

Twenty officials from Algeria, Morocco and Tunisia begin the study of forstry techniques. The courses begin on the 18th of November 1968 with the cooperation of the Tunisian Forestry Board, and aim at the improvement of the economic conditions of forest exploitations and the social conditions of foresters. Every year the F.A.O. and the I.L.O. organize similar courses in underdeveloped countries. In previous years these meetings have taken place in Asia, western Africa, and eastern Africa.

SPECIAL PROBLEMS

A 130. "L'union Nationale des Femmes Algériennes" (The National Union of Algerian Women), *Les Femmes Algériennes* (Algerian Women), a brochure edited by the Ministry for Information, pages 35-37.

Algerian women have their own organization which permits them to study their problems and to participate in political activities. The first meeting held by the National Union of Algerian Women took place in November 1966. It gave women the opportunity to affirm their equality with men. The role of this organization is to help the government in its struggle against illiteracy as well as with other social problems.

The aim of the organization is to defend women's rights, to fight for the freedom of women, and the improvement of their social condition. That is why the UNFA urges women to become educated and has opened centers to achieve this end.

L 131. "The Woman's Role", The Libyan Review, Vol. III, No. 1, January 1968, page 8.

This is an extract from the Libyan Prime Minister's address given on December 21, 1967, on the day of the celebration of Libya's Independence. The author states that women must be prepared to mold a future generation of young people who believe in their nation. He stressed the fact that the most important role which women have to play is that of teachers of the young.

L 132. Bahia F. Gulik, "Attitudes of the Educated in Libya", The Educated African, 1962, pages 65-66.

The importance given to examinations tends to place a greater value on grades and diplomas than on learning. For example, a bank clerk refused to attend English classes because he had already received his certificate from the secondary school. Intellectual curiosity is rare. The World Bank Mission expressed concern about the heavy migration from villages to cities among primary school graduates, and the widespread feeling of disdain for manual work. Libyan authorities are aware of the educational problems dealt with at the Geneva Conference on Public Education, July 1960. Further programs to train rural teachers separately from urban teachers and to transfer them when possible to agricultural schools and vocational training centers are being carried out.

L 133. "Thauratu al maārāt āl lībyā wā nāhdātūhā" (The Emancipation of Libyan Women) Al maārīfā, No. 289.

Libyan women knew that Independence was not enough and that they must struggle alongside the men. First after Independence, many Libyan girls were sent to school and many women enrolled at the University, some going abroad to continue their studies. In the beginning, women could only become teachers; slowly they entered other fields such as journalism and radio announcing. Women's organizations have been created to advise and direct rural women. In their endeavor to be equal to men, Libyan women have encountered many difficulties such as traditionalism and their environment.

L I34. "The Libyan Women Enters the Professions", The Libyan Review, Vol. II, N° 9/IO, September,October I967, pages 24-29.

With the changes that followed Independence men began to lose some of their prejudices against women. They themselves became more educated and began to travel and study abroad where they came under the influence of other ways of thought. They grew accustomed to the sight of women in other lands mingling freely with the men. Furthermore, as the men became more educated they began to seek wives who were as educated as they, and who were able to take their place in society. Thus, it came to be recognized that women should be entitled to participate in the development of the new Libya.

Today Libyan women are not only school teachers, but they are nurses and pharmacists in the hospitals. Many are also found in the higher ranks of the professions. A number of administrative posts in the government are held by women. The Ministry of Information, which includes the Libyan Broadcasting Service, employs women announcers, producers, and editors.

M. 135. Martenson, Mona, "Attitudes vis-à-vis du travail professionnel de la femme Marocaine, Une enquête préliminaire" (Attitudes Towards Professional Work of Moroccan Woman, A Preliminary Study), Bulletin Economique et Social du Maroc, January-March 1966, XXVIII, pages 133-145.

In Morocco, the role of women has changed to one of more equality with men. This has very important economic and social consequences. The author has made an inquiry into the matter to sample different opinions concerning the emancipation of women. Many people were not opposed to it; however, many young men remained opposed. Girls tended to feel that a job might give a woman much more independence. This may cause conflicts between men and women.

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PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems : illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization effort made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations or curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however,that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

L 1. "Libya Cooperating With All", The Libyan Review, Vol. III, No. 7, July, 1968.

In answer to a question concerning education in Libya, Mr. Bakkoush said, "Education has been expanded during recent years to such an extent that the number of students now totals more than 300,000, a number which exceeds estimates made and planned for by the Ministry of Education. But we are working very seriously with all our available resources to prepare what we need for better conditions in the future. We are trying to improve the educational curricula in all fields and have already established vocational training schools. The education plan to be adopted is based on three objectives:

"First, to establish specialized schools to promote competence in foreign languages, in order to enable the student to continue his higher studies abroad, and to create a link between Libya and other countries;

"Second, to co-ordinate and prepare various programs to create technical ability in qualified individuals. This would supply Libya with the qualified young men it needs to work in different fields of construction;

"Third, to create highly-qualified people to employ scientific methods in modern construction projects, and to exploit modern technology as far as is possible."

L 2. "Constituter une avant-garde cela ne présente pas que des avantages" (It is Not Always Easy to Form the Vanguard of a Movement), Jeune Afrique, No. 332, May 21, 1967.

Angry young Libyan students are very anxious to have their Union recognized. They want to collaborate with the government without having to be its agents and without having to rebel against the regime. They wish to contribute in a positive way to the development of their country.

L 3. "A i a du a chabab fi libya" (Youth Festivals in Libya), Al Marifa, No. 308, April 21, 1965, page 8.

In 1965, the Libyan government decided to create youth festivals and competitions between the different youth clubs. The aim of these festivals is to instill in the young people's hearts the love of God, and respect for the mother country. The government's goal is to have youth become accustomed to positive collective work. To encourage the youth, the authorities decided to award prizes to the winners.

M 4. "Baad El Injaazat Fi Ettalim El Ibtidaat" (Some Accomplishments in Primary Education), The Review of National Education, 1967.

The five-year development plan for 1960-64 aims at increasing the number of children going to school so that the rate of scholarization will rise from 35% to 75%; to create 1200 new classrooms every year; to standardize primary education in order to have standard education for all Moroccan pupils; to lay effective plans for the training of teachers; to arabize the curricula; and to achieve the progressive marocanization of educational officials by hiring Moroccan teachers and by the training of the future teachers.

M 5. "Maghrabit Rigel Et-Fali:m" (Moroccanization of Teachers), Et-Farbia El Watania, Morocco, 1961.

Inspectors: Since 1959 all positions in regional inspection centers of the first category have been reserved for Moroccan officials.

Teachers: There were 18,000 teachers in 1961, out of which 15,000 were Moroccans. When the position of principal of a school is vacated by a foreigner, the post will, from now on, be filled by a Moroccan. Every effort in the field of education aims to provide a broad education for all children, and to assure their welfare. To this end, the Ministry for Public Health has been called in to help introduce better methods of health protection. The education system helps the intellectual development of children by teaching them fundamental principles of order and thought, and makes them good citizens by developing their awareness of what is happening in their society.

T 6. Abdelmajid Attia, "At-Tarbia al-Mutawasila" (Continuous Education), A Tarbia A-Chamila, A monthly review, No. 1, 1964-65, Tunis, pages 36-38.

Educators once thought that instruction could be limited to the early years of life. Formerly, the young child was taught a trade so that he would be able to make a living. Girls received courses in cooking and housekeeping. This old philosophy, which left many gaps in the education of the individual, is the cause of under-development and its consequences in our country.

The author suggests that evening classes be created for those who dropped out of school and were not able to finish their studies. This, he says, would create better understanding between parents and children. He goes on to say that learning is a continuous process--one learns throughout his entire life.

He feels that the influence of the "third circle" must increase. That is, people must attend lectures, see good films, read newspapers, and listen to the radio in order to be aware of changes going on in the world, and to fill the gaps that have been left in their education.

T 7. Foreword, Al Fikr, A monthly review, No. 7, April 1957, Tunis, page 1.

Before Tunisia can have a literature of its own, it must develop more fully culturally. In order to accomplish this, it will be necessary to review educational programs and to tailor them to the needs of the country. Tunisia must cooperate with other nations, both for its own development, and for the creation of ties with other nations. The author stresses the fact that the present generation is responsible for the future of the country and for the well-being of the coming generations.

T 8. Foreword, Al Fikr, A monthly review, No. 5, February 1965, Tunis, Page 1.

This review has tried, from the beginning, to resolve Tunisian problems, the most important one now being education and culture. The article states that Tunisians were aware of French aims and that is why they struggled to liberate the country and arabize education. Teaching is not the only role of education. Educators must try to form individuals who love their country and who try to contribute to its improvement.

T 9. President Habib Bourguiba, "Students and Politics", Le Kef, August 23, 1967.

This speech was given by President Habib Bourguiba to members of the new Executive Bureau of UGET (General Union of Tunisian Students), at Le Kef on August 23, 1967. President Bourguiba dealt with matters such as the effectiveness of Tunisia's educational system, the nation's future, and the training of the country's future qualified personnel. The President said that the student has two tasks: First, he must continue his studies and complete his examinations. Although his success is a personal matter, it is nonetheless of interest to the nation. Second, the student should prepare himself to become a good citizen, aware of the problems around him. He must have a thorough knowledge of the national situation, and of the problems of the world in general. President Bourguiba urged students not to feel bitter or disappointed whenever their application for a particular post is not accepted.

T 10. President Habib Bourguiba, "Education, the Basis of all Human Achievement", Carthage, June 30, 1967.

This speech was delivered by President Bourguiba on the occasion of the Day of Knowledge, marking the end of the 1966-67 school and University year. Once again President Bourguiba pointed out the importance of education and its role as a "social force." President Bourguiba thinks that education is a fundamental element in society as a whole and a necessary factor for progress and civilization as well. Tunisia has assigned to her educational system a precise objective, that of making youngsters useful citizens, able to satisfy the country's need for economic, technical, military, cultural, scientific and other personnel. It is hoped that this will make it unnecessary for Tunisia to ask for foreign aid.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

A 11. "Non à l'Enseignement au Rabais" (No Cuts in the Cost of Education in Algeria), Annuaire de l'Afrique du Nord V, 1966.

In view of all the problems being faced in the field of education, the Ministry of National Education is ready to adopt all new methods and innovations to cope with these difficulties. At the beginning of 1966, Algerian Radio and Television began broadcasting, twice a week, Algebra lessons based on the school syllabus. Algeria is against cheap education. The percentage of those who were successful in exams last year was: 36% in the Baccalaureat 30% in the examination preparing for the Baccalaureate, 59% for entrance into secondary school (French division), and40% for the Arabic division. The Minister of National Education stated on July 31 that "The strict requirements needed to pass school exams last year have given more value to Algerian diplomas."

L 12. "More English for Libyan Schools", The Libyan Economist, April 1968.

English is to be taught more widely in Libyan schools, starting from the next school year.

In the 1968-69 school year, the English language will be taught in the fifth elementary school class and in the sixth elementary school class beginning in the 1969-70 school year. An order to this effect has been issued by the Minister of Education, Mustafa Bayon. Meanwhile, in Tripoli, the Department of Education is carrying out a survey of educational needs in respect to classrooms and other buildings, so that they can be included in the second five-year plan and in the present complementary plan.

Discussions about educational requirements in Libya are being held between the Minister of Education and educational experts.

L 13. Abdel Halim, Mohammed, "Les nécessités d'une scolarisation croissante" (Needs Caused by Increasing Scholarization), Le Monde Diplomatique, Libya, October 1968.

In view of the fact that the state is making education available to more and more people, it is necessary to construct new school buildings, especially a University City and a hospital. Because education is totally free of charge (higher education included) the part of the national budget allocated to the Ministry for National Education was raised from the four million Libyan Pounds previously budgeted for 1968 to twenty-one million Libyan Pounds.

M 14. "Le corps enseignant de Oujda proteste contre l'état de l'enseignement et du corps enseignant au Maroc", (Oujda Teachers Protest Against the State of Education and Teaching Conditions), Ettalia, December 5, 1964.

The teaching body of Oujda has stated that all school-age children have the right to attend school and has renounced the government decree which says that pupils of primary schools having reached the age of 14 and those in secondary schools having reached the age of 18 years may no longer attend school. It has also asked for more training schools all over the country, the opening of those which were closed, the reopening and improvement of school lunch stalls, and for more scholarships for secondary education.

Their protests also concern the bill which attempts to deprive the teaching body of seniority ranging from 8 to 21 years and which calls for two months summer holidays instead of the usual three months.

Finally it asks for the liberation of the General Secretary of the National Union of Moroccan Students and asks that this student organization no longer be repressed.

M 15. "The New Structure of Islamic Education", The Educated African, 1962, page 39.

Traditional education is being reformed in Morocco. The old system included three stages: at the end of the first three years, the first-degree certificate or alaour al-aouel was awarded; after four years of the second stage, a certificate of the first degree was awarded, and after six years, a certificate of the second degree; the third stage consisted of an arts section and a law section, each lasting three years and terminating in the higher diploma or alimia. Reforms in the first stage were intended to extend it to five years, and to establish schools in rural areas to counter the tendency toward centralization in the urban centers. The decision to enroll new students in the regular state system of primary education only which was announced by the Minister of National Education in 1960, seeks to gradually absorb traditional education into the system of modern education.

M 16. "La situation actuelle de l'enseignement au Maroc appelle aux decisions" (The Present Situation of Education in Morocco Calls for Decisions), L'Avant Garde, April 18, 1964.

Because of the failure of their educational system, the authorities have attempted to free themselves of their responsibilities. Every year the curricula, text books, orientation of different sections of education and the place they hold, in fact everything, is in a state of confusion. Education has always shown a deficit because everything has had to be created from nothing. Even when efforts were successful in some sectors of education, they were achieved to the detriment of other sectors. For instance, scholarization in primary education was increased even though in truth it never went over 60% for the whole country. The increase was obtained at the expense of the quality of education. As a result, the authorities, being aware of the failure of their policy, held conferences at which they had great difficulty in deciding upon any positive action to be taken. The time for conferences and analysis is over. Decisions are needed. Only representative assemblies can resolve the problem of education efficiently.

M 17. "L'Activité législative dans le domaine de l'enseignement en 1964" (Legislative Activity in the Field of Education in 1964), Annuaire de l'Afrique du Nord, 1964.

A decree by the Minister of National Education on May 23, 1964, established one examination for admittance into secondary school and for completion of general primary education. In May of 1963 there were two decrees covering these two distinct diplomas, the first enabling the student to enter secondary school and the second to certify the completion of primary education. All pupils who enter secondary schools, whatever their age, are now eligible for the General Certificate of Primary Education.

On May 29, 1964, another decree ruled that students who sit for the Baccalaureate "lettres originelles" options B and C, will from now on be tested in two foreign languages as is the case in option A. The aim of this decree is to raise the level of education by providing the students with knowledge of living languages. Arabic alone is considered to be insufficient.

Higher scientific education was dealt with in two decrees on the 21st of September 1964. The first decree organizes scientific studies and examinations. The license in sciences consists of four certificates of Higher Studies plus one preparatory certificate. There are 24 certificates shared by mathematics and science.

The second decree, signed both by the Minister of National Education and the Minister of Public Health, deals with the diploma of Doctor of Medicine. Studies last six years and include many probationary periods. During the third year of studies, a competition is held for the posts of non-resident medical assistants; at the end of the fourth year another competition is held for resident medical students. The training for non-resident medical assistants lasts three and a half years and for resident medical students, two years. Two additional years are required for specialization.

M 18. "Est-ce que tout a été prévu pour l'arabisation de l'enseignement" (Has Full Provision Been Made for the Arabization of Education?), El Alam, February 4, 1967.

Arithmetic and social sciences in the first year of secondary education will be taught in Arabic next year. This is quite normal for pupils who studied these subjects in Arabic in primary schools. However, the Ministry of National Education cannot even provide enough persons to teach these subjects in French. This lack of effort to provide the schools with more teachers of Arabic will bring about the decay of education. Even the promotion of pupils from one class to another will depend on the number of teachers available. One solution is to give these courses in French as well as Arabic. Students in the first-year secondary course would be put into two different classes. The first class would receive an arabized education, the second would continue to be bilingual. This solution is quite sound since arabization of education was not carried out in all primary schools.

A note from the Ministry was sent to all Moroccan secondary schools:

All pupils studying in classes preparing for the general certificate of primary education will learn, upon their admittance into secondary school, arithmetic, history and geography in French. The breakdown will be as follows:

10 hours for Arabic Language
8 hours for French Language
8 hours for Arithmetic (taught in French)
2 hours for History and Geography (taught in French)

Those who had an arabized primary education will have:
10 hours for Arabic Language
8 hours for French Language
8 hours for Arithmetic (taught in Arabic)
2 hours for Social Sciences (taught in Arabic)

T 19. "Residences for the University of Tunis", L'Action, September 1, 1968.

Mr. Ben Salah, Secretary of State for National Education, announced that from January of 1969 the National Education Board will do its best to provide each faculty with facilities for room and board as is the case in secondary schools. There is also the possibility of importing prefabricated buildings so that students may have comfortable lodgings, and of creating a certain number of university branches in various districts of the country to permit decentralization.

T 20. "Les Directions Régionales de l'Enseignement ne constituent pas une cloison entre l'enseignant et le Secrétariat d'Etat" (Regional Directors of Education are not a Barrier Between Teachers and the National Education Board), L'Action, August 13, 1968.

The Regional Director of Education represents the National Education Board and is responsible for educational affairs such as programs and financial matters. This is meant to make the National Education Board's task easier and to avoid a possible contradiction between the training received by the youth and the real situation of the country. However, contact between teachers and the National Education Board remains possible.

T 21. "Le Bilinguisme Ne Disparaitra Pas, Bien au Contraire" (Bilingualism Will Not Disappear), L'Action, August 13, 1968.

In an interview, Mr. Ben Salah, Secretary of State for National Education, was asked about the problem of bilingualism in Tunisia. Mr. Ben Salah stated: "Bilingualism will not disappear. Full arabization of the first two primary years has deprived our young pupils of practice in one language. The result is rather negative. How can French disappear when mathematics, sciences, etc., are taught in this language? All Tunisian teachers must have a good knowledge of both Arabic and French in order to be exposed to more information in the fields of science and art."

T 22. President Habib Bourguiba, "Improving our Educational System", Carthage, March 1, 1967.

In a speech delivered at a meeting of the sub-commission on educational reform in Carthage on March 1, 1967, President Bourguiba stated that teachers should feel free to express their opinions and to offer suggestions on how to speed up work and save time. Likewise, in the economic field, workers should express their views on problems of work and productivity.

The Party is always striving for improvement.

The President suggested that the struggle against illiteracy and the education of rural women and girls should be intensified. He wondered if the education system, as it had been organized during the past eight years, had brought Tunisia closer to achieving these objectives and whether they could be achieved more cheaply and more rapidly. He stated that Tunisians, especially teachers, need to be frank and courageous in order to solve these problems.

T 23. "The Ten-Year Plan in Tunisia", The Educated African, 1962, pages 68-69.

In June 1958, President Bourguiba announced a Ten-Year Plan of educational reform, largely inspired by the Minister of Education, Mahmud Messadi. The plan included the following major points:

A centrally controlled curriculum for all schools, based on the Sadiqui model, was to be established. It was recognized that this would require the release of some 800 traditionally-trained teachers judged unqualified to carry out the new program.

Primary education would become compulsory. To overcome the shortage of teachers and school facilities, students in the first two years would be divided into half-day shifts, and the seventh year of primary education would be abolished.

A compromise was adopted concerning arabization in primary school. Education would be in Arabic in the first two years and from the third to the sixth year there would be ten hours of instruction a week in Arabic and fifteen in French.

Secondary education would be divided into a six-year preparatory program and a three-year intermediate program.

T 24. "On oriente, on decentralise" (Direction and Decentralization), Jeune Afrique, No. 362, December 17, 1967, page 47.

Full scholarization has nearly been realized in Tunisia. 90% of the boys and 50% of the girls are now attending courses. All school-age children will be in class by 1973. This increased enrollment has caused a number of problems in the educational system. In some cases the quality of education received has declined. This is due to the reduction in the number of hours of instruction in the first and second primary years, and to the fact that teachers are often not qualified. In addition, there is a great shortage of teachers. A committee on education has outlined reforms for the educational system. Secondary education is now based on the orientation cycle in which pupils follow one of the three-year specialization courses--general, commercial, or technical. Because this system of early specialization has caused many problems, the author stresses the fact that the secondary educational system should be reformed. As for higher education, the government's aim is to decentralize education; to this end a Faculty of Theology will be established in Kairouan.

EDUCATIONAL STATISTICS

M 25. "L'enseignement superiur au Maroc en 1964"(Higher Education in Morocco in 1964), Annuaire de l'Afrique du Nord, 1964.

The number of students pursuing higher education in Morocco is 10,136 of whom 1,449 are foreigners. Of the 8,687 Moroccan university students, there are only 815 girls. The greatest proportion are enrolled in Mohammed V University.

The following figures are students enrolled in the various private and public higher education establishments during the last four years:

1961-62	4,941	1963-64	8,682
1962-63	5,456	1964-65	10,136

Figures released by UNESCO show the breakdown according to Faculty to be as follows:

Social Sciences	4,788 students
Letters	3,009 students
Medical Science	1,067 students
Mathematics and Science	722 students
Engineering	427 students
Agriculture	128 students

M 26. "L'enseignement au Maroc" (Education in Morocco), Chronique Culturelle, Annuaire de l'Afrique du Nord, 1964.

On the 10th of November 1964, the total number of students in Morocco was 1,280,695 which is an increase of 58,367 over 1963. Among these are 41,981 foreigners---25,845 in primary education, 14,687 in secondary education, and 1,449 in higher education. The percentage of French pupils as opposed to other foreigners in primary and secondary education is high. We note an important inequality between the two sexes. The total number of girls is 360,763 or 28%. In Higher Education the percentage is only 15%.

Moroccan students in the French Cultural and University Mission number 8,652 in primary education and 3,928 in secondary education.

Private Moslem schools have 33,263 students of which 13,428 are girls in the primary division, and 13,092 students of which 3,907 are girls in the secondary division.

M 27. "Le personnel de l'enseignement primaire public au Maroc en 1964" (Teaching Personnel in Moroccan Public Primary Education in 1964), Chronique Culturelle, Annuaire de L'Afrique du Nord, 1964.

The teaching body in Morocco consists of 25,279 teachers; 16,302 teaching in Arabic, and 5,461 in French. 3500 teach in both languages.

The number of French teachers is important. There are 1,519 French teachers out of which 1,127 are women; 20 Spanish teachers; 65 Algerians; and 15 from other countries.

Their qualifications are as follows: 40,336 are elementary school teachers of whom 6,566 are certified, 8,969 are trainees, and 4,801 temporary teachers. There are 5,586 monitors of whom 749 are certified, 1,391 are trainees, and 3,446 are temporary monitors. A good sign is the increase in the number of Elementary school teachers as opposed to the number of monitors. Regional training schools have 1,278 students of which only 241 are girls.

M 28. "L'enseignement Superieur dit originel" (Higher Education or Original Higher Education), Annuaire de l'Afrique du Nord, 1964.

The University of Quaraouiyine consists of three faculties:
Letters at Marrakech (Ben Youssef)
Charia (Moslem Law) at Fes (Quaraouiyine)
Duçoul ed-Dine (Theology) at Tetouan

The Faculty of Letters has 117 students, the Faculty of Moslem Law has 200, and the Faculty of Theology, 57. Persons attending lectures in Moslem Law but not enrolled in the university number 132.

There are no second-year students at the Faculty of Tetouan and no third-year students at the Faculty of Marrakech. There are no longer any tolba (students) who used to attend lectures given by an alem ("learned man") for a number of years until they thought they had enough knowledge to ask the alem to grant them a diploma (ijaza).

M 29. "La Rentré Scolaire au Maroc" (School Reopening in Morocco) Le Petit Matin, September 15, 1962.

Dr. Youssef Ben Abbes, Minister of Public Health and National Education, declared that all seven-year-old children will attend school in 1962-63. 310,000 new pupils and 2,900 new teachers are expected for the next school year. With this increase, the total number of children attending school in Morocco will be 1,500,000. Meanwhile, Dr. Youssef Ben Abbes left for Paris to contact French officials from the Ministry of National Education concerning the question of the French teachers called back to France because of their liberal views.

T 30. "Developpement Social" (Social Development), Ici L'Afrique, No. 22, November, 1968.

This article gives statistics concerning schools and health agencies in Tunisia. It states that there are close to 800,000 pupils in primary schools, 78,883 in secondary schools, and 10,000 at the University of Tunis and in foreign universities. There are 78 charitable institutions and 467 dispensaries throughout the country which are serviced by 666 doctors, 148 mid-wives, and 5,101 health officers.

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

A 31. "L'avenir de l'education primaire en Algerie" (The Future of Primary Education in Algeria), Confluent, No. 50, 1965.

The year 1971-72 will be important in the history of education in Algeria. It will see the achievement of a number of decisions set up when Algeria became independent. These achievements are:
Education for all Algerian children between 6 and 14 years of age,
The doubling of the number of teachers in the elementary schools,
The integration of monitors with instructors,
The "Algerianization" of 90% of the teaching staff and of 85% of the instructors,
An increase of 60% in the number of teachers of Arabic, and
The generalization of the practice of bilingualism.

A 32. "L'Arabisation de la culture en Algérie" (Arabization of Culture in Algeria), Echaab, May 21, 1964.

The campaign for arabization of education in Algeria is not meant to indicate a dislike of foreign languages. What is wanted instead is to keep young people from being drawn intellectually and spiritually to other countries. Arabic must take its place as our national language and as the principal interpreter of our cultural heritage. On the other hand, the arabization of culture does not necessarily mean reaction. We also need a language that can cope with our modern world to serve our ambitions for a better society.

Mag 33. "Seminaire Regional sur l'Enseignement Technique" (Regional Seminar on Technical Training) Bulletin Pedagogique, Enseignement Secondaire et Moyen, 25, page 7.

This article deals with technical training in the secondary schools of the Magreban countries and other Arab nations such as Lebanon, Egypt, and South Arabia. The seminar, which took place from April 16-24, 1966 was attended by 9 representatives of the special fund of UNESCO and was under the chairmanship of Mr. Mahmoud Farhat, Director of the Higher Technological School of Tripoli, Libya. The delegates of the various countries submitted papers dealing with the conception of technical training in the different countries, the educational system, and future prospects for technical training. The reports showed that at the present time Tunisia has the highest level of technical education. This is probably due to the close collaboration between the Secretary of Education and the Secretary of Agriculture and Public Works, and to the substantial scholarships awarded to students of technology. Students who receive these scholarships sign a contract in which they agree to serve their country for a number of years after they have completed their training.

M 34. "Des Sujets d'Inquietude" (Alarming Subjects), L'Avant Garde, September 23, 1965.

For many families of workers, the 1965 school opening means the admittance of their children into primary schools or into an apprenticeship centre which is the last hope for the 60% of the pupils who were not admitted into secondary schools. Only 40% of those who sat for the secondary school entrance examination were accepted. Three other pressing problems are: inequality in school enrollment, the shortage of teachers of Arabic, and the small number of scholarships granted for higher education. The school system is to provide room for 50,000 more children. To handle this increased enrollment, more teachers will be needed because although some provincial delegations have enough teachers, others have not.

In secondary education, the implementation of the third-year development plan has begun. It consists of combining the first two years in the first period. The result is that technical education is shortened into two years instead of three; 500 workshop hours will be sacrificed. As for scholarships, only 328 were available to the 1,437 students who received the Baccalaureat.

M 35. "La Réforme Scolaire au Maroc" (School Reform in Morocco), Journal de Genève, July 10, 1960.

Arabic is being tranformed in Morocco where an Institute for Arabization has been created this year. The purpose of this Institute is to modernize and unify the different forms of spoken Arabic in the Middle East countries in order to have one specific language available in all Arab countries. Mr. Ben Djelloun, in an exposé on the progress made in the field of education during 1959-60, announced that Morocco plans to arabize education. Up to now only one-third of education was given in Arabic. All scientific subjects were taught in French. With the collaboration of Arab experts, Morocco hopes to modernize the Moroccan language.

T 36. "A Mon Avis--L'Alphabétisation" (Literacy--As I See It), L'Action, September 12, 1968.

This article, written to mark International Literacy Day, outlines Tunisian achievements in this field. The author points out that Tunisia spends one-quarter of its total budget on education and that it has now reached its aim of total scholarization. In regard to adult education, the efforts made in this area by the government, as well as by the illiterates themselves, are striking. Apart from the actual centers of literacy which have become more and more numerous, each factory has become a literacy center "en miniature." According to some managers, the workers, because they enjoy their studies, are very conscientious. Adult education centers are also being established in agricultural cooperatives, mines and in the Army. According to forecasts, Tunisia will have trained between two hundred and two hundred fifty thousand adults between now and the end of the four-year plan.

STRUCTURE OF EDUCATIONAL ORGANIZATION

Primary Education

A 37. "Les Problemes de la scolarisation en Algerie" (The Problems of Education in Algeria), Annuaire de l'Afrique du Nord V, 1966.

In 1966 the Ministry of National Education received 21% of the total National Budget. On the first day of school, 1,500,000 pupils enrolled in primary schools. This is an increase of 150,000 over 1965. This necessitated the construction of 2,500 classrooms, many of which were not ready for the beginning of the school year. Barracks were used as schools. There are still one million children who have not yet been admitted to schools. The Charter of Algiers clearly states that total scholarization must be achieved by 1971-72. However, the rate of increase is presently only 3% per year. At this rate only 85% of the children will be in school in 1975.

A 38. "Un bilinguisme de fait" (Bilingualism in Practice), Revolution Africaine, No. 190.

Although our mother tongue must gradually take the place of French in our public and private lives, we must not, however, neglect the huge advantages of bilingualism for communication in the modern world. The contribution of French teachers is highly appreciated. The total number of French "cooperants" in Algeria is 7,000. An important increase is to be noticed in the Algerian educational staff, the proportion of which rose from 15% in 1962 to 73% at the beginning of the last school year. The break-down of Algerian teachers in primary schools is as follows: 14,000 monitors having a Certificate of Primary Education; 10,000 instructors having a Certificate of Primary Education plus pedagogical training; 8,000 teachers trained in Normal Schools and some of whom have the Baccalaureate.

M 39. "Enseignement Primaire Obligatoire au Maroc" (Primary Education To Become Compulsory in Morocco), La Presse, Tunisia, February 21, 1963.

Casablanca: Mr. Youssef Bel Abbes, Moroccan Minister for National Education, declared that primary education might become compulsory in Morocco beginning next October. Mr. Bel Abbes, who visited all the provinces of the kingdom where he studied the program to enroll rural youth in school with the cooperation of local authorities and some representatives from his department, announced that the program of enrollment for primary schools will be revised next year in rural areas. There is a project to introduce agricultural education in primary schools and to create a two-year course following the General Certificate for Primary Education in order to give vocational training to fellahs' sons.

T 40. Ahmed Ben Salah, "La Nouvelle Reforme de l'Enseignement Primaire Sera Caracterisée par l'Utilisation des Moyens Audio-Visuels" (New Reforms in Primary School Teaching Will Be Characterized By the Use of Audio-Visual Methods), L'Action, August 11, 1968.

M. Ahmed Ben Salah, presiding at a gathering at Sousse of teachers, students, assistant teachers, and other education authorities, spoke about the particular importance of primary education. One fault of primary education today, he said, is that it does not make use of modern teaching methods. The new reform, however, would introduce the use of audio-visual methods and other practical work methods which would allow students to enter the outside world able to cope with new technological advances being made. He felt also that student groups should be created to allow students to accept responsibilities, so that when they grow older they will be able to assume responsible positions and help in the economic and social development of Tunisia. He stressed the great responsibility that teachers have to educate a generation that will be able to help Tunisia economically and socially.

Secondary Education

A 41. "Nouvelles Dispositions pour l'Etude de l'Arabe dans les Ecoles Algeriennes" (New Arrangements for the Study of Arabic in Algerian Schools), Le Petit Matin, October 23, 1962.

Mr. Abderrahmane Ben Hamida, Algerian Minister for National Education, announced that a sixth form based essentially on Arabic will be created in every secondary school in Algeria. This new branch of studies will be added to the traditional, modern, and classic sections, in all sixth-formclasses of Algerian secondary schools. Arabic will, from now on, be compulsory for all Moslem Algerian students. In addition to the study of Arabic which is not a foreign language, the students must study English, German, Spanish, Italian, or Russian. Arabic will remain an optional language for non-Moslems.

M 42. "Maroc: Arabisation Difficile" (Arabization in Morocco Encounters Some Difficulties), Jeune Afrique, October 23, 1966.

At the level of primary education, arabization will be complete by the year 1966. French will be taught as a foreign language ten hours per week. The problem remains at the level of secondary education and this is due to the small number of Arabic teachers. The total number of French teachers is 8,500 out of 45,000. The total number of pupils is 1,200,000.

M 43. "Le Baccalaureate au Maroc" (The Baccalaureate in Morocco), Jeune Afrique, August 20, 1967.

In an interview, Mohamed El Fassi, Rector of all Moroccan Universities, was asked about the state of the Baccalaureate in Morocco. The situation is satisfactory. Those who receive the Baccalaureate achieve a good intellectual level. But there is only a 50% rate of success as opposed to 70% during earlier years. This is due to the generalization of studies, and the inadequacy of teachers. The difference between the Moroccan Baccalaureate and the French Baccalaureate resides in the priority given to the study of the Arab language and civilization. The curriculum remains the same for mathematics and science.

M 44. "Les Besoins en Enseignements du Secondaire à la Rentrée d'Octobre 1965-66" (The Need for Secondary School Teachers for the 1965-66 School Year), Annuaire de l'Afrique du Nord, 1965.

The increase in the number of pupils in secondary schools necessitated the creation of 1,647 teaching posts, 650 in the Arabic branch of education and 1,697 in French and technical education. Only 302 of the 650 posts were filled for Arabic instruction and 1,297 out of 1,697 for French instruction. In order to meet the need for more teachers many were asked to work overtime; even officials of public offices were asked to help out.

In primary education the 1,278 teachers trained in regional schools are sufficient to meet the needs.

M 45. "L'Enseignement Public du Second Degré au Maroc en 1964" (Public Secondary Education in Morocco in 1964), Annuaire de l'Afrique du Nord, 1964.

The number of students receiving classical education (teaching done in Arabic) in the public secondary educational system is 14,944, of which 1,412 are girls. There are 130,353 students, including 31,416 girls, receiving modern education. Modern education is divided into education of the Moroccan type with 118,871 students and education of the French type with 11,482 students. Moroccan type education is either bilingual or arabized. Arabized education is available primarily in Casablanca, Rabat and Marrakech. The syllabus is the same as that for bilingual secondary schools. The only difference is that everything is taught in Arabic, even science and mathematics.

M 46. "Un Important Prêt de l'A.I.D. au Maroc" (Important Loan from the Agency for International Development to Morocco), L'Avant Garde, October 12, 1965.

Morocco received a loan of 11 million dollars to allow for the building of 21 secondary and specialized schools for 30,000 new students. The agreement was signed by Mr. Ahmed Laraki, Moroccan Ambassador to the United States of America, and by Mr. George Woods, President of the World Bank. This project will begin during 1968. The specialized centers will teach art, science, trade, economy and industry. The Moroccan government will begin repaying the 11 million dollars on March 15, 1976. The increase of 30,000 students in secondary education represents one third of the total number of students expected to enter secondary schools under the Moroccan Three-Year Development Plan for 1965-1967. The total cost of these schools will be 16,200,000 dollars.

Vocational Education

A 47. "Former des Cadres Feminins" (Training of Female Officials), Revolution Africaine, June 26, 1965.

The former Agricultural and Household Institute, built in 1954, has been transformed into an Agricultural Institute. The establishment consists of two amphitheatres, twenty classrooms, and many laboratories. Although the facilities are quite modern, unfortunately a large part remains unutilized because of the change that occurred in the Institute. There is also a large garden divided into two parts--one for horticulture and the other for chickens and beehives. The school houses 150 students. Now the establishment consists of a section of instructors, a section for technical staff in agricultural works, and a section for medical assistants. Student instructors study for two years in order to become agricultural counsellors. Then they may take the examination for admittance into the section of technical officials. When they have received their diplomas they have no trouble finding employment.

L 48. "Maahad a Tadrib al Fani" (The Institute for Technical Training), Al Maarifa, No. 348, September 30, 1966, page 11.

The Institute of Technical Training of the Libyan Ministry for Industry contributes to the rise of technology in Libya.

In this Institute students are taught to operate diesel engines and are initiated into the field of mechanics. The trainees are expected to serve in the Ministry of Industry after a four-month training period. Four American instructors are on the staff of the Institute. The teaching staff is scheduled to be composed of Libyans only within two or three years.

M 49. "Enseignement Agricole" (Agricultural Education), Annuaire de l'Afrique du Nord, 1965.

The following new policies were announced by M. Ahardane on July 3: All vocational schools are to be connected with the Division of Agricultural Education at the Ministry of National Education; a governing council for Agricultural Education and Vocational Training composed of representatives of management and labor from all technical and vocational institutions will be established; the National School of Agriculture will be open to those who have the Baccalaureate in elementary mathematics or in experimental science, or those who pass the competitive entrance examination; the opening of a National Agronomic Institute is planned for the year 1966-67.

T 50. "La Machine a besoin des hommes" (Machines Need Men), Jeune Afrique, April 8-14, 1968.

For its 150,000 square kilometers, Tunisia has 18,000 tractors but at a certain level of agricultural development no machine can fill the place of Man. Tunisian agriculture suffers from a lack of trained staff. The government is doing its best to fill the gap. It is helped by various foreign countries and some international organizations. During 1964 the College Nord-Africain du Machinesme Agricole et de Jenie Rural (North African College of Machine Agriculture and Rural Engineering) was created. It was financed by the Tunisian government and the Food and Agriculture Organization--F.A.O.

Instruction is given by eight Tunisian teachers supported by seven experts from the F.A.O. Studies include: machines and mechanics; irrigation and drainage; and the preservation of soil and water. In ten months the students become acquainted with topography, pedology, electricity, drawing intelligent use and maintenance of the implements, and all the secrets of practical modern agriculture. These ten months are followed by a training period that lasts a year. Because this college has had good results there is a project to create three more specializing in forests, cattle breeding, and horticulture.

The technical agents trained at Medjez El Bab's college come between the farmer who follows traditional methods too closely and the engineer who is removed from the rural "milieu." It is this technical agent who will promote the agricultural revolution.

T 51. Greenough, Richard, "Nouveaux Maîtres pour l'Ecole de Demain" (New Teachers for the School of Tomorrow), Jeune Afrique, April 8-14, 1968.

Upon leaving primary school, pupils who do not have the opportunity to pursue further studies must not fall back into semi-illiteracy. They must contribute usefully to the development of Tunisia. For that purpose, four Normal schools were created during 1966 under the project devised and elaborated with the financial help of UNICEF and the technical assistance of UNESCO. The four schools are located in Tunis, La Marsa, Monastir and Monfleury, the last being reserved exclusively for girls. They specialize respectively in technical industry, rural orientation, fishing industry, and feminine occupations. Studies consist of three years plus one probationary year. Since the beginning UNESCO has not interrupted furnishing these Normal schools with technical councils and expert services.

T 52. "Une Oeuvre Humaine; Al Hidaya" (Social Work), Jeune Afrique, No. 323, March 19, 1967, pages 66-67.

The problem of juvenile delinquency concerns all governments, for this problem exists in all developing countries including Tunisia. The Tunisian government has created centers for delinquent youth in an effort to educate them. Delinquents and prostitutes are in the center called al Hidaya. Apparently there is no difference between this center and a vocational training school. Girls are taught embroidery, sewing, hairdressing, knitting, housekeeping and soon courses will also be given to combat illiteracy. They play games and have music courses. Most of the girls are sixteen, many are pregnant. The majority come from very poor families. Delinquency in rural areas poses more of a problem than delinquency in the towns. This center has a fund of 27,200 dinars which is not enough for such a center.

Higher Education

A 53. "L'Institut des Sciences Medicales" (The Institute of Medical Sciences), Le Monde, October 28, 1964.

M. Mohamed Seghir Nekkache, Algerian Minister of Social Affairs, announced that the Faculty of Medicine of Algiers will in the future be a National Institute for Medical Sciences, and that the next university year will consist of two terms for those who study Medicine. Algerian projects in the field of medicine will affect both doctors and those who are still students. Doctors must spend two years in "hardship" areas giving medical assistance for which they will be paid by the government. As for the course of studies, adoption of a new full-time program will shorten the duration of the program. At Médéa, 100 kilometers from Algiers, a special school for the training of health officers was created in order to supply areas where there was no medical center. Equating Algerian diplomas with French diplomas may delay the program somewhat.

A 54. "En Algerie: Quête de l'Authenticité" (Quest for Authenticity in Algeria), Jeune Afrique, December 4, 1966.

On the opening day of the university, Mr. Ahmed Taleb, in a remarkable speech, defined the part that the University must play from now on; "Higher Education must be democratic by selecting the best-qualified students without regard to rank or social class and must adapt itself to present conditions in Algeria. It must keep abreast of the economic and social developments taking place in the country so that everyone may benefit. Studies must develop nationalistic feelings in students. This quest for authenticity must be among the first things considered."

A 55. "Creation de la Commission Nationale des Bourses" (Creation of a National Commission To Administer Scholarships), Atlas, September 13-19, 1963.

This commission is supervised by a representative of the Ministry of National Education and by a group of representatives from all national ministries and organizations. Its purpose is to define a general policy for the allocation of scholarships and to allot these scholarships taking into account the needs of each ministry.

The Bureau National des Bourses checks the school work being done by students who have received scholarships. Good results must be achieved at the end of each school term. It has become easier to study thanks to the number of scholarships and to the numerous university restaurants.

A 56. "Huit Mille Etudiants Cette Année en Algerie" (Eight Thousand Students in Algeria This Year), Le Monde, October 19, 1965.

Of the eight thousand students who registered at the University last Friday, eighteen hundred are new. This large number of students presents some problems on a social and material level. At the University of Algiers there is room only for about four hundred students. As a result an annex was set up in a secondary school to absorb the surplus. The university restaurants have a maximum capacity of two thousand five hundred students. The three university cities are inadequate to cope with the increase in the number of students, and the building of the library has not yet been completed.

A 57. "L'Université d'Alger, Foyer de Culture Mediterranéan" (The University of Algiers, Mediterranean Center of Culture), Le Monde Diplomatique, October 20, 1965.

The University of Algiers trains engineers in four fields: telecommunications, electronics, chemical engineering and public works. It now houses the Algerian Institute for Petroleum and will soon include a section for the study of Petroleum-Chemistry which is now in the planning stages. Its importance in the international scientific world is recognized since UNESCO contributes to its development by giving grants from special United Nations' funds. Today the staff is nearly all Algerian. There were only six hundred students enrolled in 1962; now there are more than 2000. The presence of a great number of foreign students, African and European, in addition to many foreign teachers, gives the University of Algiers an African and Mediterranean personality.

A 58. "La Bibliotheque Universitaire d'Alger" (The University Of Algiers Library), Alger Republicain, October 24, 1964.

After the destruction of the former library of the University of Algiers in June 1962, the reconstruction was ordered by Mr. Cherif Belkacem in 1964. The opening of the new library will not take place, however, before 1966. It will be a two-story structure consisting of 300 carrels, a lecture room and a book shop. The library building committee asked for help from the Algerian nation and from its friends abroad. 80,000 books and appreciable sums of money were collected. The countries which helped in the reconstruction were: Syria, 1,000 books; India, furniture; the American Ford Foundation, 132,000 dollars; France, 5,000 books; Great Britain, a reader of micro-films; the French editor, Masson, many books dealing with Medicine. But the most important contribution came from Algeria and especially from the Algerian workers.

A 59. "Effort dans le Domaine Scientifique et Technique" (Algeria Makes New Efforts in the Scientific and Technical Fields), Annuaire de l'Afrique du Nord, V, 1966.

On July 8, the first School for Engineers was opened. It assures the training of 35 engineers in Public Works per year. On September 14, the creation of an Institute for Agricultural and Food Industries, which will assume the technical training of Algerians interested in that field, was announced.

On December 6, an agreement was made between Algeria and Russia by which 4000 Algerian officials in industry and agriculture will receive training in fifteen schools built by Algeria and furnished with Russian equipment.

December 28: Kuwait cooperates in the building of a new Faculty of Science with 250,000 pounds sterling.

A 60. "Les 'Promotionnaires' à l'Université" (Recently-Promoted People Attend Classes at the University), La Révolution Africaine, April 3, 1965.

People who have recently been promoted to new positions, but who do not have Baccalaureates, have been admitted to the University after having successfully passed a special examination. These people usually cannot be full-time students because they work in the morning and as a result are only able to attend classes in the evening. The University of Algiers has 865 such students out of a total enrollment of 6,185. These students include 10 judges, 17 high officials of the Main Post Office, and some members of the Political Bureau of the Central Committee of the National Assembly. Another alternative is the "Institut de Promotion Superieure du Travail" which is affiliated with the Faculty of Science, and whose students are employed as full-time workers in national and private enterprises.

L 61. "Islamic University to Attain an International Level", The Libyan Digest, October 1, 1968, Vol. 1, No. 9.

The Islamic University at Beida is being developed to attain a level equal to that of international universities, its Rector, Sheikh Abdul Hamid Atiya el-Daibani, stated.

He pointed out the activities and latest achievements at the university which was improving its system "from better to best."

The Rector said the Islamic University provides teaching from elementary classes to the university level. The Islamic University emphasizes the teaching of Islam and history in addition to scientific fields.

L 62. "Amun Akharen Min Umuri al Tamia Al Libya" (The University of Libya is One Year Older), Al Maarifa, No. 343, July 22, 1966, pages 2-5.

Year-end examinations were taken in the colleges of Law, Commerce, Economy and Sciences. 220 students passed their examinations.

The University which was created in 1959 will be enlarged next year. The construction of a "Université City" which will begin in the coming year will take five years to complete. The "Université City" is to be located in Benghazi by the sea. Besides colleges and institutes, the City will include housing both for professors and students, playgrounds, a mosque, a library, a restaurant, and shops.

L 63. "Talibun Min Libya Fi Tamiat 'Eastern Illinois'" (A Student From Libya at the University of Eastern Illinois), Al Maarifa, No, 276, February 21, 1968, page 12.

Tarek Abdelkader is a Libyan student who has just recently received an M.A. in Chemistry from the University of Eastern Illinois. He intends to teach Chemistry when he returns to his country. He commented that the environment at Eastern Illinois encourages one to study thoroughly, not only the subject one has chosen, but others as well. Tarek Abdelkader went on to say that the administrative staff of the University permits the students to think on their own, to resolve their own problems, and to chose their own way of life. He also tried to define Chemistry which, he said, "is a science which is closely related to matter."

L 64. "L'Université de Benghazi Subira Une Transformation Radicale" (The University of Benghazi will be the Object of Radical Transformations), Le Monde Diplomatique, October 1968.

Founded in 1956, the present Libyan University near Benghazi is about to undergo a radical transformation that will enable it to accommodate 7,000 students in an imposing complex now under construction near Benghazi. Plans for the new university buildings were drawn up in 1967 by a group of London architects who have used a rather classic style. The total cost of the buildings has been estimated at twenty million pounds sterling. The Libyan government hopes to make the University a model for other Arab countries to follow.

L 65. "L'Université Libyenne" (University of Libya), Le Monde Diplomatique, October 1968.

King Idriss created the first Libyan University on the 15th of December, 1955 and, at the same time, donated to it his castle at Benghazi. Today, at the Faculty of Letters, there are 1,000 students out of which 100 are girls.

An Institute for Trade and Industry was created in 1957. Today, in 1968, there are four such institutes with about 500 students.

In 1959 the Faculty of Science of Tripoli was opened. There is also an Institute for Juridicial Science opened at Tripoli, two agricultural school centers, one school for engineers and four training colleges in Cyrenaique with 1,500 students and 130 teachers. There are hundreds of Libyan students abroad especially in Higher Education. At the University of Libya stress is put on scientific and economic research. The University of Libya has established contacts with foreign universities, for example, St. Thomas University in the U.S.A.

M 66. "University Students Fight for Arabization", Jeune Afrique, October 16, 1966.

In Morocco where the Moroccan Students' General Union has just held its fifth congress, Moroccan students called for the Arabization of culture and rejected the idea of Morocco becoming associated with a francophone community. The Moroccan Students' General Union is against the application of the new Doctrine of Education recommended by the Minister of National Education. The General Union demands total independence for the University of Rabat in order to allow the students to participate in the management of the University.

These demands of the Moroccan Students' General Union, linked with the opposition that has arisen, may bring about a crisis in the government from which Dr. Benhima, Minister of Education, has practically resigned.

Last year, Dr. Benhima was asked to establish bilingual education in the secondary schools.

But the opposition is directing a strong campaign in favor of the complete Arabization of culture, stressing the fact that Morocco cannot indefinitely remain dependent on France in the field of Education.

M 67. "Il N'y a Pas Assez d'Etudiants dans les Facultés de Sciences". (There Are Not Enough Students in the Faculty of Science), Jeune Afrique, August 20, 1967.

At the time of the Protectorate there were hardly ten students in the Faculty of Science while at the same time there was an overabundance of students in both the Faculty of Law and the Faculty of Medicine. The explanation for this is that it was easy to find work as a doctor or a barrister at a time when people with scientific diplomas had difficulty finding a job. Today the Moroccan State is trying to remedy this lack by giving more scholarships to those who choose a scientific career.

M 68. "L'Ecole Mohammadia des Ingenieurs et des Medecins" (Mohammadia, The School of Engineers and Doctors), Jeune Afrique, August 20, 1967.

The first persons to be promoted from the Mohammadia School are excellent. They are much sought after in Casablanca. All industrial enterprises want to employ them. They are employed even before their studies are over.

M 69. "Une Faculté de Medecine Sera Ouverte Cette Année au Maroc" (A Faculty of Medicine Will Be Created this Year in Morocco), La Presse, August 4, 1962.

In an interview given to the newspaper "Nation Africaine", Dr. Youssef Bel Abbes stated, "Out of 600 doctors of medecine, only 75 are Moroccan." The Moroccan Minister spoke of the creation of the school of medicine in 1959 in which students could attend fifth and sixth year courses and, at the same time, supply the country with an important number of resident medical students. Now the policy has been changed to enable the opening, in October 1962, of a Faculty similar to those existing in France. For the time being, 250 Moroccan students will study medicine abroad. The new Faculty will admit 150 students in its first year.

M 70. "Les Etudiants Marocains à l'Etranger" (Moroccan Students Abroad), Annuaire de l'Afrique du Nord, 1964.

1,620 Moroccan young people are studying abroad. Half this number have national or foreign scholarships. In France there are 328 students holding university scholarships, 208 holding national scholarships, and 645 with no scholarship at all. The number of

Moroccan students in France is 1,181; 268 of which are women.

In Spain there are 229 students, Switzerland 37, Germany 33, Belgium 25, England 18, the United States 13, and Yugoslavia 12.

Only 23 Moroccan students study in Syria, 14 in Iraq, and 8 in Egypt.

T 71. "Higher Education", Research and Reference Service, June 1964, page 12.

The University of Tunis was established by decree in March of 1960, absorbing several institutions of higher learning which had been in existence for some time. French aid contributed to the construction of the new College of Sciences. Through a Tunisian-Soviet agreement of August 1962, Russian aid was assured for a College of Engineering to be added to the others sometime in the future. The U.S.A. is giving financial assistance to the Colleges of Law and Political and Economic Sciences, in which Tunisian authorities estimated 23% of the student body would be enrolled. The University is composed of existing or soon to be created schools including: a School of Fine Arts, Bourguiba Institute of Living Languages, Higher School of Business, Preparatory School for Associate Professors, Laboratory of Nuclear Physics, and a Study Center for Economic and Social Research.

T 72. "The National School for Engineers Will Provide 160 Engineers Yearly" Es-Sabah, October 31, 1968.

At a time when higher education is starting on a new basis to cope with productive life in Tunisia, the construction of the National School for Engineers is nearing completion. The building of this school which began in 1961 is the result of the agreement made by Tunisia and the Soviet Union for economic and cultural cooperation.

The aim of this school is to provide the country yearly with 35 engineers specialized in Bridges and Highways, 35 in the building field, 20 in Mechanics and Electricity, 25 in the agricultural field, and 25 in the aquatic field.

The studies consist of two years for general education and two years for speciality. The buildings which cover 11,000 square meters include 16 classrooms and 32 laboratories of which ten are being furnished by the Russian outfit. The remaining 22 laboratories are being equipped by various European countries. The National School for Engineers is situated at the University City behind El Menzah.

T 73. "Nouvelle Orientation de L'Université de Tunis" (A New Orientation for the University of Tunis), La Presse, August 11, 1968.

The General Management of Higher Education and Research instructed committees in various centers to establish conditions for the beginning of the next school year. The decisions reached were: all young people wishing to enter the University must first fill in an application form. The committee will study these applications to see if the student is capable of doing University work and to direct the applicants into the various faculties according to their wishes. The new structure of studies adopted this year consists of a year system as opposed to the system of certificates, and allows for the division of higher education into two parts, each one lasting two years.

T 74. "On réforme l'Université" (Reforms at the University), Jeune Afrique, August 12-18, 1968.

Higher education will be reformed so that the quantity and quality of the people trained at the University will correspond to the needs of the country and to the job market. For this reason, representatives of syndicates and national organizations, technicians from different Secretariats of State, and general secretaries of the "Comités de Coordination) regional representatives of the "Socialist Destourian Party") have been included in the University Council. Measures have been taken to establish permanent and close contacts between the various faculties and economic and social institutions. In other words, students must have regular probationary periods within economic, social and cultural enterprises. Moreover the formation of an administrative council within each faculty composed of elected professors and supervised by a Professor-Director with the cooperation of a pedagogical council is meant to help decentralize University authority and to give special attention to the management and distribution of scholarships.

T 75. "Une Ecole Nationale Technique en Octobre 1969" (A National Technical School for October 1969), La Presse, August 13, 1968.

Although the conception of the National Technical School dates back to 1956, the construction has not yet been totally completed. The Association of Tunisian Engineers and Technicians discussed the system of teaching and the general organization of the school. Every year students will take orientation tests and will sit for verification exams. Deans from foreign universities such as Kiev, Leningrad, and San Francisco will attend these exams which will be given three or four times a year. It was decided that all students attending this school must live in residence. Teachers will all be Tunisian engineers who will have participated, before October 1969, in a one or two month seminar to take place abroad.

T 76. "Une Université Futuriste" (The Future University), Jeune Afrique, No. 397, August 12-18, 1968.

Until now the 7,828 students of the University of Tunis have been attending classes in old buildings scattered throughout Tunis and which have been inherited from the Protectorate, or in buildings meant to be lycées but which, for lack of more suitable buildings, have become part of the University.

However, in 1959, the National Board of Education purchased 200 hectares of land three or four kilometers outside of Tunis. The construction of the road alone cost 400,000 dinars. The various faculties will be arranged, in the shape of a horseshoe, around a central axis composed of a library, the rectory, and an athletic field. Each faculty will have a building for classrooms and another for research activities. The opening of this complex is planned for October 1969. The total cost is estimated to be 40 million dinars. France, the Soviet Union, and the United States of America have helped in the construction of the Faculties of Science, Technology, and Law.

T 77. "Université--Petit Lexique des Idées Recues" (Small Glossary of Accepted Ideas), La Presse, July 26, 1968.

The author compares the intellectual climate at the University to a religion with its gods, its ritual, etc. He compares the ideas the University pretends to propogate with those that it does in reality. One of the examples he gives: the University pretends to be without political involvement yet it has given birth to the most conservative and reactionary elite. He reproaches the University for having created the type of man one ironically calls an "intellectual", a man maladapted to society and without any use for it, a "peculiar animal", as the author describes him. But the most nefarious product of University is the "intellectual of the colonies , the man of black skin and white mask," the impostor and the consumer of foreign ideas, the man who recites poems he did not write, who defends values he has never thought about or conceived. The author requires, therefore, that new values be created. He intends, in future articles, to expose some of the ideas which are still prevalent at the University and have not yet been eradicated.

T 78. President Habib Bourguiba, "Creating an Effective University," Carthage, January 31, 1967.

This address was given by President Bourguiba before the subcommission for educational reform at Carthage on January 31, 1967. Speaking to students, President Bourguiba said that they must broaden their areas of interest because their studies will have an important effect on the future of the nation. The University's function is to train qualified personnel, not only in scientific and intellectual endeavors, but also in the acquisition of moral and civic virtues. The Tunisian University is inspired by the traditions of the French universities; French authorities have been revising their options. It is profitable to examine the reforms that are being, or have already been, carried out in France, so as to widen our outlook. The President says that the University's role must not be merely to "stuff heads" but to form alert minds and to produce good citizens. Concrete reforms will be drafted and implemented during the 1967-68 academic year.

T 79. "En Tunisie Ecole de Journalistes" (A School of Journalism in Tunisia), Jeune Afrique, No. 314, January 15, 1967, page 61.

The Government will establish, as part of the University of Tunis, an Institute for the training of journalists. Mr. Klibi, Secretary of State for Information, states that to be a journalist one must have a high level of education. In Tunisia, there are few qualified journalists. The Baccalaureate will be required for admission into the Institute. Practical training will be stressed.

T 80. "Union de la Jeunesse Tunisienne",(Research and Reference Service, June 1964, page 38.

UJT, or the Union of Tunisian Youth, to which all Tunisian youth and student groups belong, was created in 1963 at a national seminar sponsored by the Neo-Destour. The Union includes the Neo-Destour youth organization, the youth wing of the party with a total membership of 60,000 in 1962 and the League of Free Tunisian Students whose headquarters at Cairo represents groups not in accord with Neo-Destour policies.

ADULT EDUCATION

T 81. "Centre National de la Recherche Scientifique", Nouveaux Décrets en Matière d'Enseignement Durant l'Année 1965" (National Center for Scientific Research, New Decrees in the Field of Education During 1965), Annuaire de l'Afrique du Nord, IV, 1965.

On June 1 provision was made for academic inspection in every department instead of only in the main departments of Algiers, Oran and Constantine. Another decree established a Certificate of Primary and Elementary education for Adults. The candidates must be 15 years of age or older and must not attend any school of general education. 14,000 candidates sat for the exam but only 6,000 passed. The dictation test was taken from "the Charter of Algiers."

A 82. "Les Centres d'Education Populaire de Base en Algerie" (Popular Centers for Basic Education in Algeria), Enseignement et Culture en Algerie, June 1962.

Persons from 13 to 50 years of age who wish to attend classes may do so at popular centers being established for that purpose. 250 centers which were formerly social centers, have been reorganized to meet the new needs. The creation of 400 other centers is expected. The instruction given in these centers consists, first of all, of literacy courses and then lessons in dressmaking for women and in manual work for men.

M 83. "Adult Education in Morocco", The Educated African, 1962, page 41.

One major problem in Morocco is illiteracy among adults. The first great national campaign against illiteracy, which was carried out from April 16 to June 28, 1956, under the patronage of His Majesty Mohamed V, reached 300,000 Moroccans of all ages in the villages and countryside as well as in the cities. A year later, a second campaign was held, at the end of which 20,000 certificates of literacy were awarded. By this time a weekly publication entitled Manar al Magrhab was made available to the new literates. Printed in simple classical Arabic, which was fully vowelized, it gave information and helped new literates to maintain a level of proficiency. In 1958-59, 8,000 women and girls became literate through courses taken at basic education centers. In 1959-60, 760 primary school teachers volunteered to teach literacy classes as well as their regular classes, and 26,500 adults were enrolled.

T 84. "Women's Groups" Research and Reference Service, June 1964, page 39.

The Union Nationale des Femmes (UNFT) organized in 1956, became a member of the International Council of Women (ICW) in 1960, and since 1962 has published a periodical called Al Maraa (The Woman). In 1963 it had some 150 branches throughout the country, with a membership of 63,000. This independent organization operates with government and Neo-Destour approval. In cooperation with the Ministry of Education which helped train 76 teachers for the project, the UNFT organized 32 kindergartens in Tunis and provincial cities and, in an effort to help fight illiteracy, has established 109 centers to provide more than 4,000 women with instruction in domestic arts and public affairs.

T 85. "Social Education", The Great Arabic Maghreb Annual, 1965-66, page 36.

Shortly after Independence the country faced a shortage of technicians and skilled labor. The government decided therefore to try and provide full education on a national scale. In 1958 a National Plan for Education was drawn up and by 1964 it had already absorbed 25% of the nation's budget. However the reform of the educational system was not enough, for it left a large proportion of the population still illiterate. In 1962 the Secretary of State for Cultural Affairs was given the task of educating the adult population of Tunisia. A department of social education was established. It included three sections: adult education, public housing and public libraries.

T 86. "L'Alphabétisation" (Literacy), Jeune Afrique, No. 402, September 16-22, 1968, page 52.

From now on literacy courses will be more efficient. A new method was proposed at a press conference held by UNESCO in Paris on September 6. Mr. Belhahsene gave the example of Tunisia. He stated that Tunisian authorities have been carrying on a special literacy campaign in the rural region of Mornag since January. People working in the "cooperative agricole" of Mornag are being given basic instruction in subjects dealing with their own activities and interests. This new method of teaching is integrated and global because it develops both the mind and professional skill. Because the people are taught subjects that they like and understand, they learn quickly and effortlessly and, at the same time, almost without realizing it, become literate. Mr. Acher Déléon, Director of the Educational Department of UNESCO, states that adult instruction should only be made available to those who need it badly.

T 87. "La Semaine d'Education Sociale d'Ain Draham: Un Pas Vers Un Avenir Meilleur" (A Week of Social Education at Ain Draham: A Step Towards a Better Future), L'Action, September 7, 1968.

The Tenth Week of Social Education, organized by the Institute of Adult Education in collaboration with the "gouvernorat" of Jendouba, was held at Ain Draham. The week was marked by festivals and numerous cultural activities. It started with a parade which depicted the development of agriculture and of new plants set up in all regions of Tunisia (ex. the oil works of Sfax and the production of local handicrafts in Kairouan).

After having opened the celebrations, Mr. Abdallah Farhat, Secretary of State of the Post, Telephone and Telegraph, also inaugurated a local radio station. An Arab language newspaper reporting on adult education and the efforts made by the government in this field, was published for the occasion. In his speech, Mr. Farhat stated that priority was being given to the area of Ain

Draham because of its important natural resources. Industry and commerce will be developed and at the same time programs for adult education will be carried out.

TEACHERS' TRAINING

A 88. "Ouverture de Deux Ecoles Normales Dans Chacun des 15 Departements" (Opening of Two Training Schools in Each One of the 15 Departments), Le Monde, October 20, 1965.

As a result of the precarious situation existing in the field of education in Algeria in 1962, and in view of the serious shortage of teachers at the beginning of the school year, Algeria recruited French and Arab cooperants as well as 11,000 Algerian monitors. On August 10, 1964, a law was passed which provided for the opening of two Training Schools in each of the 15 departments of Algeria. These training schools will: train the future teachers of Algeria; train bilingual officials; train a greater number of qualified officials. The six already existing training schools can no longer meet the needs of the country for qualified teachers. They can provide the training of 240 young men and women every year while Algeria needs 4,000. In addition, these training schools will help make education more widespread (1,230,561 students were in school in January 1965 which means 221,679 more than the preceding year) and allow disinherited academies to have qualified staff at their disposal.

A 89. "Le Corps Enseignant en Algerie" (The Teaching Staff in Algeria), Annuaire de l'Afrique du Nord, V, 1966.

The teaching staff in Algeria numbers 31,000 teachers of which 18,000 teach French and 13,000 Arabic. Thanks to the growing number of training schools, 2,500 to 3,000 teachers were added to the staff. These training schools do not always produce fully trained teachers however. Students may start working beginning from their fifth year of study. The Minister of National Education stated, "The decline in the quality of training received by our teachers will endanger the future of the country, if it continues. But, for the next few years we have no choice but to accept this situation."

A 90. "L'Ecole Algerienne--Un Service Pédagogique Pour Mener l'Ensemble des Moniteurs au Cadre des Instructeurs" (The Algerian School--Pedagogical Service to Raise Monitors to the Level of Instructors), Le Peuple, May 25-26-27-29, 1964.

A pedagogical service was created to give professional and cultural training to monitors in an effort to raise them to the level of instructors. This plan consists of:

- the creation of a body of pedagogical counsellors to supervise young monitors;
- pedagogical probationary periods of four weeks;
- days set aside for instruction on teaching methods;
- visits to different classes in different schools. In the 1963-64 school year 45,000 visits were paid to different classes by the pedagogical counsellors. These counsellors who have advised and checked the young monitors step by step, have achieved good results. Pedagogical methods improved and monitors became more and more aware of their heavy responsibilities.

L 91. "Kamsa Mualimina Amarikiina Iauduna Ilal Wilaiab al Murahida" (Five American Teachers Return to the United States), *Al Maarifa*, No. 295, December 1, 1964, page 2.

Five American English teachers, belonging to the American mission for Economic Development, have recently left Libya to return to the United States. These teachers have been working for seven years at the Libyan University and at the Teachers' Training College. Among them was Mr. Richard Dugan who worked at the Teachers' Training College supervising the language laboratory and helping students to improve their English. Mr. Dugan has also organized a training course for non-qualified teachers in which he has made them familiar with various teaching aids now available. Mr. Harold Imez, who was doing the same type of work in Tripoli, was concerned with improving the pedagogical methods for the teaching of English.

M 92. "Encore de Nouvelles Ecoles Normales d'Instituteurs et d'Institutrices au Maroc" (More Training Schools in Morocco), *Ettarbia el Watania* (Moroccan Review of National Education).

In 1961, four new teacher-training schools were built. These schools were created for the training of men and women, future Moroccan teachers, in an endeavor to progressively "Moroccanize" educational officials. The school at Fez is reserved for boys, the school of Casablanca for girls. There is another school at Oujda. In addition to the four schools, six other training schools will be created in 1961 in premises given back by the French University Cultural Mission.

M 93. Temkine, Raymonde, "Necessité d'Une Reconversion de l'Enseignement Français au Maroc" (Need for a Change in French Teaching in Morocco), *La Relève* (The Relief), *Combat*, July 11, 1962.

If we consider the future of French in Morocco we notice that a great number of French teachers who settled in Morocco a long time before Independence have already left Morroco or are waiting to be pensioned off before leaving for France. But many young teachers, professors and inspectors are drawn to Morocco because of the assured material benefits. Newcomers are more easily adapted to the new conditions than oldtimers who are still nostalgic for the times before Independence. French teachers in Morocco must no longer dream of spiritual conquest. Because French teachers are needed and because the Moroccan elite still needs more training the best solution is to persevere and wait.

M 94. "Et-Takwi:n El Nihni" (Vacational Education), Et-Tarbia El Watania (The Review of National Education), 1961.

Teachers receive additional training and advice from inspectors who pay visits to classrooms and draw up reports in which they put their suggestions concerning educational policy and their comments concerning the teaching methods being used. (12,000 reports were made and 6,000 were adopted by central authorities.) These reports concern only certified teachers or teachers-in-training. Every inspector must deliver lectures and model lessons for the teachers. Chief inspectors deliver their lectures in the important towns.

In 1960, 1,100 students entered Teacher Training Schools. A revised program for teacher-training schools has been elaborated by an expert from UNESCO. Another program for new teachers will be applied in October 1961. Teachers of Arabic will be trained in mathematics and science and teachers of French will have to study Arabic in order to be able to teach in this language in the near future.

TEACHING AIDS

M 95. "La Radio Télévision Marocaine a Inauguré le 9 Mars 1965 des Emissions de Télévision Educative" (Moroccan Radio and Television Began Broadcasting Educational Programs on March 9, 1965), Annuaire de l'Afrique du Nord, 1965.

The new educational broadcasting, different from school television, is addressed to members of the lower classes who want to educate themselves and to housewives. Subjects taught include household education, sanitary education, civic and religious instruction, national and popular culture, and knowledge of the means of information. The subject matter is taught through half-hour daily broadcasts. Because television is not always available in the lower classes of society, an effort is being made to equip all social institutions with receiving sets, thus allowing the educational broadcasts to reach a greater number of persons.

T 96. Chaabaane, Mahmoud ech, "Katarun Iuhadidu Motalaatal Al-Atfal Al-Arab" (Our Children's Level of Reading is in Danger), Al Fikr, A Monthly Review, No. 7, April 1965, Tunis, pages 44-51.

Educators must help children to develop a love of reading. Unfortunately there is a great shortage of books for children. This situation is shameful and will eventually be harmful to Tunisia. Because Arabs were previously not interested in developing children's minds, they did not write many books for them. Teachers and educators must begin to write children's books, or at least must help editors to do so.

Parents have not encouraged their children to read, one reason probably being that children's books are very expensive. French books are less expensive and as a result they are frequently bought in preference to Arab books. Although some books have been translated into Arabic, the author does not advise the educators or parents to buy them for their children, because the text is often incorrect. According to the author, the solution is to have all Arab countries unite to create proper reading materials for Arab children.

T 97. "Public Libraries", The Great Arabic Maghreb Annual, 1965-66, page 37.

Public libraries came under the control of the Secretary of State for Cultural Affairs in January 1962. Since there were only eight libraries at that time, a two-year plan was drawn up to provide most regional centers with adequate libraries. These libraries were divided into A, B, and C types according to the importance of the town.

RELIGIOUS EDUCATION

A 98. "L'Enseignement Religieux" (Religious Education), Editions du Centre National de la Recherche Scientifique publié par le Centre de Recherches sur l'Afrique Mediterranean (Reprints of the National Center for Scientific Research published by the Center for Research on Mediterranean Africa), Annuaire de l'Afrique du Nord, IV, 1965.

Religious education is supervised by the Ministry of Habous. The "instituts Islamiques" are comparable to lycées (high schools). Teaching is given in Arabic and consists of courses in the Koran, canon law, theology, hadith, and sira (which is the life of the Prophet Mohammed), civic education, ethics, modern sciences, drawing, and gymnastics. Algeria has 16 Islamic Institutes with 3,453 students. The number of professors is 93 and will soon be increased to 140. Nearly all of them come from the Egyptian

Religious Academy of El-Azhar. Students who successfully complete the studies are awarded a diploma which is El-Ahlia el Islamiya. There were 96 successful students in this exam in 1965. In the field of higher education the creation of a Faculty of Theology or of Islamic Sciences is still only in the planning stages.

L 99. "Islamic Education in Libya", The Educated African, 1962, page 65.

In 1958-59, there were 21,946 pupils in Libyan Koranic schools. Studies consisted largely of recitation of Koranic verses. In the same year there were several religious institutes containing three primary sections with 35 teachers and 624 pupils, and three secondary sections with 19 teachers and 273 pupils. The Muhamed Ali al Sanusi Religious Institute had only three teachers and ten students, but it appears to be undergoing considerable expansion under capable direction.

L 100. "Les Institutions Islamiques" (Islamic Institutions), Le Monde Diplomatique, October 1968.

After the Independence of Libya was achieved in 1951, King Idriss, chief of the mystic fraternity of Senoussia, began to introduce reforms in religious education. There had, at one time, been three Islamic Institutes, the Institute of Sidi Mohammed ben Ali el Senoussi being the most important before it was closed by the Italians. However, the Department for Islamic High Studies which replaced this former Institute now rivals the University of El Azhar in Cairo and the Tunisian University of Zeitouna. Under the decree of 1956, this Institute now has achieved administrative autonomy. Since 1957 all Islamic Institutes have been removed from the Ministry of National Education and attached to the Institute of Sidi Mohammed El Senoussi.

In order to enhance the value of the diplomas received by students upon completion of their studies, the Institute of Sidi Mohammed El Senoussi has taken the name "University Mohammed el Senoussi." The University is made up of three faculties:

- The first faculty teaches "Shari'a" or Islamic laws (Students study besides Shari'a, civil law, international law, and comparative law.)
- The second faculty offers courses specializing in Arabic and in literary and philosophical subjects.
- The third faculty is that of Theology.

In all the three branches English is taught.

The number of students now totals 2000 at Sidi Mohammed El Senoussi University. We may add to this figure the 6,000 students in Libyan Koranic schools. In Libya more than 8,000 youth study in Islamic Institutes.

T 101. "L'Enseignement du Coran" (Teaching the Koran), L'Action, August 13, 1968.

Before the creation of nursery schools in Tunisia, very young children used to attend a "kouttab", a single-room religious school where children of different ages learned Koran supervised by a teacher called "meddeb." Why not re-establish these schools in which children discovered through the Koran the grandeur of Arabic and the infinity of the Mohammedan Faith?

ARTISTIC EDUCATION

A 102. "L'Ecole Nationale des Beaux-Arts et de l'Architecture" (The National School of Architecture and Fine Arts), Annuaire de l'Afrique du Nord, 1965.

The National School of Architecture and Fine Arts had 80 students in 1962-63 and 300 students on opening day of the 1965-66 school year. Among these, 150 were enrolled in plastic arts and 150 in architecture. The Fine Arts section offers courses in sculpture, painting, decoration, history of art, perspective, and calligraphy. The level of studies required for entrance into this school is the Baccalaureate. Students passing the final examination receive a diploma which is equivalent to the "licence." A section of coloring has been created; students having a Certificate of Primary Education can be admitted to this section. Students entering the Department of Architecture must have a Baccalaureate in mathematics. Studies last five years. Another section specializing in industrial aesthetics is being set up in this school.

A 103. El Moudjahid (Algerian Culture), August 11, 1965.

The Algerian newspaper El Moudjahid presents objectives for Algerian culture:

- Culture should no longer be available only to members of the higher classes; it must be prevalent everywhere.
- Although the Arabization of culture is a necessity, it is not detrimental to have a bilingual state.
- Art and Literature must edify socialism which is the most important event of our time.
- Liberty for the artist must not mean anarchy or the espousal of views opposed to progress.
- The predominance of French language and culture in Algeria resulted in a situation in which Algerians knew very little about their own language and culture. The Algerian people have, however, remained thoroughly faithful to the Arab and Islamic language and culture.

L 104. "Al Maahad Al Watani Lil Musika Wa Tamthil" (The National Institution for Music and Theater), Al Maarifa, No. 302, January 22, 1965, page 18.

Mr. Marchen is the director of the National School of Music and Theater. He was the one who made efforts to establish such a school and to supervise it. Mr. Marchen wants the school to expand and is looking for a large building in which to locate it. Mr. Marchen states that the aim of this school is to stimulate artisitic interest in Libya. Actually only music is now taught at the school but in 1966 theater and folklore will be added to the curriculum. The rules of both eastern and western music are taught. The second part of the school offers evening classes so as to allow civil servants and those who work to attend the courses.

L 105. "Al Maarad Al Madrasi" (A School Exhibit), Al Maarifa, No. 365, July 31, 1967.

The Minister for National Education inaugurated a school exhibit at one of the pavilions of the Libyan International Fair. Many secondary schools were represented at the exhibit. The Minister was very pleased with the paintings, sculpture and handicraft works, shown at the exhibit. The purpose of this exhibition is to make students' artistic gifts known. The Minister urged teachers and principals to encourage students to pursue artistic vocations.

L 106. "Nashra Ta Tu A Talaba Fi Nihaiati Al Ami A Dirasi" (Student Activities at the End of the School Year), Al Maarifa, No. 294, November 1964.

During the closing months of the school year, many projects were undertaken by students throughout Libya. At the University, students were taking examinations. In the primary schools, pupils in Benghazi for instance, held an art exhibition in which most of the paintings were done by the girls. In Soussa, pupils put on patriotic plays written by Libyan playwrights.

L 107. "Awgaf Library, A Torch in Tripolitania's Cultural History" Libyan Review, May 1968.

Libya is one of the nations that has contributed greatly towards the preservation of the written word. The El-Katib School and Library which was founded in the year 1769, is the basis of the existing Awgaf Library in Tripoli.

A total of 4,577 books and manuscripts now fill the shelves of the Awgaf Library. About 729 manuscripts which date back to the middle of the 8th, 9th and 10th Centuries represent the original collection of Mustapha Khoja El Katib who used to transcribe outstanding works and add them to the Library. In addition, the Library contains the rich collections of Ahmad Bey El-Naeb (368 works) and Ahmad Dia Eddine Bey Montassir (1716 works).

T 108. "Ouverture à Hammamet du colloque sur le theatre scolaire" (Opening at Hammamet of a Conference Dealing with Drama in the Schools), La Presse, Tunis, August 8, 1968.

This conference assembled drama teachers, managers of theatrical troupes and authorities of the Cultural Affairs and Information Board. The purpose of the meeting was to draw up a program for the next five years. The Director of the International Cultural Center explained the role to be played by people having a certificate of Dramatic Art, and recalled the reasons that prompted the Cultural Affairs and Information Board to create a school of drama.

SPECIAL EDUCATION

L 109. "Wusulu Al Mustir Al Jadid Lil Madrasa Al Amarikia Lil Lughat il Anglizia" (The Arrival of the New Director of the American School of English), "Safaru Mudaris al Inglizia Fi Benghazi" (Departure of the Teacher of English in Benghazi), Al Maarifa, No. 294, November 1964, page 2.

Mr. Benjamin Mustou, who is 41 years old, came to Libya to work as the director of the American School of English which is dependent on the American Cultural Mission. Mr. Mustou has been teaching Spanish and English for twenty years in such places as Tunisia, Morocco, Mali and England. He is a graduate of Columbia University and Long Island University and has studied at Stanford University in California.

Mr. Edward Dusalb leaves Benghazi. Mr. Dusalb has been teaching English in the school sponsored by the American Cultural Service and in Libyan schools. In 1963 he started a program for adult education and in 1964 he worked as an inspector for teachers of English in Libyan schools.

L 110. "Nabu A Chabab Wal Hanaka A Riadia Fil Bilad" (Providing for Youth and Sport Activities in the Country), Al Maarifa, No. 294, November 1964, page 4.

The Minister for Labor and Social Affairs stated that the government is greatly interested in youth and the promotion of sports activities for youth. Sports often contribute to the development of the country. Mr. Abdel Mula Lanki urged sports clubs to make great efforts to recruit more and more members.

L 111. "Al Iamu A Riadi Al Jamii" (Sports Day at the University), Al Maarifa, No. 386, June 17, 1968.

The University of Libya has set aside one day for games. Students from the various faculties participate in the games which include sports, drama, sketching, and short-story-telling. The students were entrusted with the organization and the carrying out of the games. Libyan girls participated as well. Authorities were pleased because this day marked a step forward in the development of Libyan youth--a major concern of the government. Prizes were awarded as an incentive and to encourage more students to participate in the games.

L 112. "Al Mihrajan A Riadi Al Madrasi" (The School Sports Festival), Al Maarifa, No. 384, June 17, 1968.

At the end of the school year, authorities organized for the students a sports festival in which even pupils from the Police School participated. The Libyan government has laid great importance upon sports and games in the belief that participation in sports will instill in the students a sense of responsibility and discipline. A committee has been set up to recruit the best athletic talent to participate in the forthcoming Maghreban School Games.

L 113. "Summer Training of Students With the Esso Company Has Ended", Al Maarifa, No. 300, December 9, 1964.

More than 30 students from the University of Libya and from other educational institutes ended their summer training with the Esso Company of Libya. This is the fifth time that Esso has hired students during the summer.

The company saw to it that every student was employed according to his field of specialization and his wishes. Students served in the personnel, production, geological, and import-export divisions. A number of students went out in the field in Benghazi.

In addition to the training, the officials of Esso also gave the students the opportunity to visit other petroleum fields.

M 114. "Un Institut Pour la Formation des Cadres Crée à Tanger" (A Training Institute for Officials in Tangiers), La Presse, March 27, 1964.

King Hassan II traveled to Dakar for the opening of a Pan African Institute for the training of personnel for Administrative Services in Tangiers. He stated that UNESCO has agreed to support this Institute which will be open for all African students. Teaching will be done both in French and in English.

M 115. "Renforcement de la Formation des Cadres" (Intensification of the Training of Cadres), Maroc 68 Synthese, Publication of the Ministry of Information, page 54.

In the training of qualified personnel, 1967 has been marked by a complete change both in methods and conception. A Royal Institute for Youth and Sports has been created. Authorities became interested in the activities of civil servants. Instead of short-term training periods the government established a one-year course. Specialists in sports and popular education for youth have had special progressive courses.

In 1967 as well the government set up a plan to deal with the protection of children and adolescents and created a sports statute and a charter for youth.

T 116. "Professional Training", The Great Arabic Maghreb Annual, 1965-66, page 44.

In 1963 the government created a school the purpose of which was to train much needed personnel and to be of use in cooperative and agricultural units. The country needed 630 executive agents in the cooperative and agricultural divisions. 170 agents were needed for the regional cooperatives. 100 selected pupils take the course which operates on three different levels.

T 117. "National Institute of Production and Professional Training", The Great Arabic Maghreb Annual, 1965-66, page 44.

One of the objectives of the four-year plan is to industrialize the country. To achieve this, personnel should be trained, especially technical agents. Recruitment is made according to different levels and with the following projects in mind : the complete practical and technical training of contractors, the training of technical advisors who will in turn form cadres, the training of qualified workers and business leaders. This project has been the object of a study by the B.E.P. and the recipient of a special United Nations fund which has undertaken to finance three-fourths of the cost of the equipment which amounted to 200,000 dinars.

COOPERATION

A 118. "Un Accord Culturel Original Entre l'Algerie et le Kuwait" (A Unique Cultural Agreement Between Algeria and Kuwait), Afrique Mediterranée, November 25, 1965.

Mr. Khaled al Messaoudi, Kuwaitian Minister of National Education, made an agreement during his visit in Algiers whereby he agreed to grant scholarships for Algerian students who want to study in Kuwait. On the other hand, the Algerian government will send to Kuwait some Algerian teachers who speak French to help raise the level of culture in Kuwait. This exportation of French as a language of high cultural or technical contacts allows Algeria to go ahead with plans to arabize education at the primary levels.

A 119. "700 Enseignants Egyptiens Quitteront le Caire Pour l'Algerie", (700 Teachers Leave Cairo for Algeria), Le Petit Matin, October 1, 1963.

700 Egyptian teachers are expected to arrive to give technical and cultural help in Algerian schools. 388 will teach in primary schools, 26 in secondary schools, and the remainder in Training Colleges and in the Institutes of Music. This cultural agreement between Algeria and Egypt will increase the number of exchanges of professors, experts, and students between the two countries. It also hopes to create cultural centers and to make available scholarships and grants to the students of both countries.

A 120. "Help Comes From Middle East", Alger Republicain, October 18-19, 1964.

Ninety-seven Jordanian school teachers, male and female, have arrived in Algiers and one thousand Egyptian teachers will come on October 21. In his welcome speech to the Jordanian teachers, Mr. Djidjelli addressed them in these words: "Algeria welcomes you and all the other groups that come from the Middle East to help in the Arabization of education while we prepare our own officials in this field. In addition to the one thousand Egyptian teachers expected on October 21, 450 Syrians, 450 Iraqis and 400 Jordanians will teach during the present school year in Algerian schools.

As for scholarships, 582 are being offered by Middle East Arab countries to Algerian students.

L 121. "Audatu Mudir Al Jamiab Al Libya Min Tokyo" (The Rector of the Libyan University Returns from Tokyo), Al Maarifa, No. 324, page 22.

On his return from Tokyo where he attended for the first time the Conference of the World University Rectors, Mr. Mustapha Biu declared that he addressed the Conference concerning the enrollment of students in the Libyan universities. He also outlined the facilities that the government provides for the students. Mr. Biu's speech has drawn so much attention that many Japanese students got in touch with him to express their desire to join the Libyan University because of the tempting facilities.

L 122. "Girl Guides", Libyan Review, May 1968.

The first Conference of Arab Girl Guides was held in Libya last month under the auspices of the Libyan Girl Guide Association. Delegations from Libya, Tunisia, Kuwait, Morocco, and Algeria took part in the conference. The main topics discussed were the Arab Girl Guide movement in general, the regulations of the Arab Girl Guide Bureau, and the 8th Scout Jamboree and conference to be held this summer in Algeria. The Seventh Girl Guide Jamboree held in Libya last year recommended the establishment of a permanent bureau for Arab Girl Guides in Libya with a rotational chairmanship.

L 123. "Industrial Studies Center Starts Functioning", Libyan Review, April 1968.

The establishment of the Center of Industrial Studies at Tripoli is a landmark in the history of the Maghreb States of Libya, Tunisia, Morocco, and Algeria and will greatly help, through mutual cooperation, to industrialize these four countries. The center, which was opened on March 16, cost 1,454,900 dollars of which 1,287,800 dollars came from a special fund and 167,100 dollars to help pay for local operating costs came from the government. The United Nations Industrial Development Organization (UNIDO) is the executive agency while the Permanent Consultative Committee of the Maghreb is the agency for the cooperating governments.

Functions: The main functions of the center are to undertake, at the request of the Maghreb Permanent Consultative Committee or its member governments:

- General industrialization surveys and specific feasibility studies, including market and location surveys, as well as studies of the integration of industries and of comparative manufacturing and import costs. Priority will be given to studies affecting two or more countries;
- Advisory services to governments and industries in the respective countries;
- Training of officials already employed, with finances provided by the governments;
- Dissemination of information and data obtained in the course of the work of the center as well as relevant international studies and publications; and
- Studies relating to standardization and quality control.

SPECIAL PROBLEMS

L 124. "Awalu Fatatitn Libya Fi Mihnat A Saadalia" (The First Woman Chemist in Libya), Al Maarifa, June 12, 1964, page 7.

Many Libyan women have begun to fight for an equal status with men. One of them, a 34-year-old woman of Benghazi, graduated from a British University as a Chemist. Al Maarifa magazine interviewed Miss Wided A Sakizli, the first woman chemist in Libya, on her studies and on the job she has chosen. Miss Sakizli who was sent to primary school said that her parents took great care with her education. She was sent to Great Britain by the government, enrolled at Edinburough University, and was graduated in 1961. Then she trained in a London hospital and when she returned home received a post with the principal chemist of Benghazi.

L 125. "Ta'hilu Al Adjaza Fi Libya" (The Education of the Handicapped in Libya), Al Maarifa, No. 364, July 21, 1967, page 6-7.

The Ministry for Labor and Social Affairs was put in charge of the education of handicapped people. The International Labor Bureau helps to create and carry out the programs. A center was created for the blind where they are trained to do handicraft work. Many of them have obtained jobs in factories; others have been employed as telephone operators. Blind people have proven to be very skillful telephone operators. There are Associations for the Blind in Tripoli and Benghazi which work for the benefit of the handicapped by providing recreational and musical activities. The aim of the government is to have everybody take part in the growth and development of the country.

L 126. "West German Journalists in Libya", Libyan Review, April 1968.

A delegation of West German journalists which visited Libya last month was particularly impressed by the progress being made in female education in Libya. They visited girls' secondary schools in Derna and Benghazi and witnessed the type of education being received by the girls. They also saw educational institutions for boys and appreciated the steps adopted by the Libyan government to spread literacy in the country. The journalists also saw industrial and vocational training centers.

L 127. "The Libyan Woman Enters the Professions", The Libyan Economist, February-March 1968.

In spite of the short time that has elapsed since Libyan women began to acquire a share of freedom and overcome the obstacles that barred their way to education and culture, today large numbers of women have entered the professions where they have earned distinction and have proved themselves to be equal to men. The most striking aspect of the change that has taken place in the status of women since Independence is the speed with which they have made up for lost time, for all the centuries when they were kept in a state of ignorance, for the most part illiterate, and for all intents and purposes, a separate race. It was only after the end of World War II that any real steps were taken to make education available for girls. With first the primary schools, and then the secondary schools being opened to girls it soon followed that many young women won the right to continue their studies at the Libyan University where all the departments were open to them. Later others went abroad to qualify in subjects not taught in Libya at the time. In a short time, qualified women began to take their place besides the men in a number of different fields.

M 128. Mohamed El Fassi, "La Langue Arabe Est à la Mesure du Monde Moderne" (Arabic Should Be Placed on an Equal Footing with the Development of the Modern World), Jeune Afrique, August 20, 1967.

"Arabization" will not affect higher education for twenty years. How can we continue without an international language? Historical circumstances have made French our choice. Since Arabic is a language of a civilization, as rich as French or English, we must constantly coin new words for expressing new techniques and new ideas.

T 129. "Conflit de Generations" (Conflict Between the Generations), L'Action, November 6, 1968.

In Tunisia, like in many other under-developed countries, there is a conflict between people who have no diplomas but who satisfactorily assumed responsible positions after Independence, and those who came later, were rapidly trained, and whose main interest is to occupy the best posts without having had any practical experience. These latter people must realize that they can benefit from the experience of the others and gain a more thorough training which will better prepare them to handle their responsibilities. Besides their diplomas they must have experience in dealing with fellow workers so as to achieve higher productivity.

T 130. "Les Elèves et l'Ecole" (The School and Pupils), La Presse, November 6, 1968.

Though the efforts made by the Tunisian government in the field of education have been considerable we still find some unresolved problems. One of these important problems concerns those children who have to walk from five to ten kilometers to reach school. They are so tired that their ability to work is considerably diminished. It would be a good idea to make available a transportation service so that they may reach school prepared both physically and mentally to do good work.